

Pupil premium strategy statement for Dunkirk Primary School

This statement details our school's use of pupil 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	336
Proportion (%) of pupil premium eligible pupils	31.3%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	10 th December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Heidi Hollis
Pupil premium lead	Steve Parry
Governor / Trustee lead	Steve Whalley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,559
Recovery premium funding allocation this academic year	£10576
School led tutoring	£14175
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that attainment in the core subjects, and reading in particular, is the key to our pupils' enjoying a successful future, and therefore prioritise these areas predominately within our Pupil Premium and Recovery strategies. Success in these areas, alongside good attendance and behaviours for learning, are critical in unlocking achievement in the wider curriculum and in life in primary and secondary schools, and fulfilment in the next stage of schooling and the adult world.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1. Sustaining and improving reading skills	<p>Assessments and observations show that reading is a key barrier to many of our pupils' achievement both within English and in the wider curriculum.</p> <p>2021-22 Key Stage 2 results were improved but still lagged slightly behind the national average (69% compared to 74%). The percentage of disadvantaged pupils attained the expected level was equal to that of their non-disadvantaged peers, although below at the greater depth standard.</p> <p>By 2024-25, Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.</p>
2. Improved vocabulary	<p>Observations show that a key barrier to pupil achievement is the low level of vocabulary that the children use and understand.</p> <p>Observations, pupil interviews and book looks indicate significant improvements which is evident in reading and writing formative and end of Key Stage assessments.</p>
3. Improved writing attainment	<p>2021-22 Key Stage 2 results show that writing results lag behind both reading and writing, and are significantly below the national average (55% compared to 69%), although the progress scores were still positive and above the national average (+3.1)</p> <p>Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.</p>
4. Sustaining and improving maths attainment	<p>2021-22 Key Stage 2 results were improved but still lagged slightly behind the national average (69% compared to 71%). The percentage of disadvantaged pupils attained the expected level was equal to that of their non-disadvantaged peers, although below at the greater depth standard.</p> <p>Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.</p>
5. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils.	<p>Attendance of all pupils is a priority for school (93.4% in 2021-22) and there is a 2.2% gap in the attendance of disadvantaged pupils when compared with their non-disadvantaged peers.</p> <p>Sustained high attendance by 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate and the attendance rate of disadvantaged pupils being over 95% • The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their peers is less than 1%
6. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils.	<ul style="list-style-type: none"> • As above • Well-being charter has been created and now needs to be implemented consistently across school.

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. Sustaining and improving reading skills among disadvantaged pupils	By 2024-25, Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
2. Improved vocabulary among disadvantaged pupils	Observations, pupil interviews and book looks indicate significant improvements which is evident in reading and writing formative and end of Key Stage assessments.
3. Improved writing attainment among disadvantaged pupils	Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
4. Sustaining and improving maths attainment among disadvantaged pupils	Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
5. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils among disadvantaged pupils	Sustained high attendance by 2024-25 demonstrated by: <ul style="list-style-type: none"> • The overall attendance rate and the attendance rate of disadvantaged pupils being over 95% • The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their peers is less than 1%
6. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils.	Sustained high level of wellbeing by 2024-25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A reduction in serious behaviour incidents, including bullying • A significant increase in the provision of enrichment activities and participation rates, particularly among disadvantaged pupils • A significant increase in parental involvement in 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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Leader and targeted teacher CPD staff support for reading	Improved outcomes for pupils based on use of model for staff training for maths. Subject leader leading bespoke training on Dunkirk reading model/recording model lessons to set expectation/shared exploration of pedagogy and teaching model/adapting policy based on research and trial in class to enable staff consistent implementation.	1 2 3 4

Targeted academic support

Budgeted cost: £119,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group reading Y5	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show accelerated progress.	1 2
Targeted group writing Y5	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show accelerated progress.	1 3
Targeted group reading Y6	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show significant accelerated progress.	1 2
Targeted group writing Y6	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show significant accelerated progress.	1 3

Targeted Y5 maths group	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show accelerated progress.	1 4
Targeted Y5 English	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show significant accelerated progress.	1 2 3
Tutoring Y5/6	Data outcomes demonstrated improved progress for Y5/6 children	1 2 3
EAL Y4-6 group	Children work with a specialised EAL TA to ensure exposure and understanding of English is prioritised through daily repetition.	1 2 3 4
Lightening Squad	Small group reading programme, face to face and online learning to develop fluency, spelling and phonics.	1 2
Pre & re-teach sessions by TAs	Using outcomes from Assessment for Learning, staff implement responsive learning sessions, focusing specifically on misconceptions/errors. This supports our PP, EAL and SEND pupils.	1 2 3 4

Wider strategies

Budgeted cost: £63,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team to reduce percentage of persistent absence. Identify patterns of absence amongst persistent absentee disadvantaged pupils, and implement individualised plans to improve attendance - Attendance monitoring / action plans / family conferences	Case studies from schools that have improved attendance show that a systematic pre-emption approach with consistent response patterns improves attendance. Current use of telephone calls has not impacted quickly enough on attendance data so a model that involves a quicker acceleration to face to face attendance conferences will be implemented	5
Provide in-school and external staff to provide	Pupils attending Blossom provision demonstrate improved self-awareness	1

support for individual disadvantaged pupils through nurture and play therapy	and capacity to manage own behaviour and feelings. Pupils are integrated within mainstream where appropriate. Outcomes from play therapy	2 3 4 5
Implementation of well-being charter	Children are still needing explicit channels to be able to share their concerns and worries. There is still a need to keep this high profile in school and re-visit regularly so children know there is someone to talk to in school.	5

Total budgeted cost: £ 185,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



Addressing Low Attainment Review 21-22

Issues:

1. Poor grammar knowledge acts as barrier across writing curriculum
2. Weak retention of knowledge
3. Gaps in learning due to low attendance

Barriers:

1. Not understanding what a sentence is
2. Low attendance % / lateness high profile children (targeted)
3. Not undertaking work if on unauthorised leave
4. Not retaining class learning at point of writing application
5. Not completing homework

Fundings:

1. Pupil Premium £xx
2. School Based Tutoring £xx

Year	Pupil Premium	School Based Tutoring 75% DfE/25% school
R	Targeted attendance support / motivation Neli CPD release time £1,000 20 weeks of 3x 6 pupils group sessions a week (@30mins) + 2x week 1:1 session @15mins YN staff F1 phonics programme £1,000	
1	Targeted attendance support / motivation	
2	Targeted attendance support / motivation Nurture provision	After school tutoring Tuesday (£450 a block)
3	Targeted attendance support / motivation	After school tutoring Friday (£450 a block)
4	Targeted attendance support / motivation	Thursday tutoring (£1350 a block)

	EAL targeted support group	
5	Targeted attendance support / motivation Maths focused group Y5 EAL targeted support group	Thursday tutoring £450 a block Lunchtime tutoring (£450 a block) 2 blocks a week
6	Targeted attendance support / motivation Reading focused group Y6 Maths focused group Y6 EAL targeted support group	After school tutoring Monday (£450 a block) Tuesday (£450 a block) 1:1 reading (£450 a block)

Tutoring 15 hours (Run 2 terms of 15)

Session 1 data/planning

Session 2-14 with pupils

Session 15 data/review impact & progress

1 term = approx. £4,950

75% from DfE 1 term=£3712.50 2 terms =£7425

25% from catch-up carry over=£1237.50 2 terms=£2475

Year 6 Attainment	Whole Cohort 39 pupils		Pupil Premium 13 pupils		EAL 29 pupils		New arrivals in last 2 years 8 pupils	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Reading	74%	36%	69%	15%	69%	38%	13%	0%
Writing	70%	21%	62%	23%	59%	21%	13%	0%
Maths	71%	38%	69%	31%	69%	41%	15%	13%

Year 6 KS2 Progress	Whole Cohort 29 pupils	Pupil Premium 11 pupils	EAL 21 pupils	New arrivals in last 2 years 2 pupils
Reading	+5.37	+2.98	+5.06	+5.4
Writing	+3.13	+1.57	+3.26	+2.8
Maths	+6.74	+4.46	+6.80	+2.45

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig above national (29 pupils)	In line with national (39 pupils)	Sig below national (57 pupils)	In line with national (56 pupils)
Writing	2022	Sig above national (29 pupils)	In line with national (38 pupils)	Sig below national (57 pupils)	N/A
Mathematics	2022	Sig above national (29 pupils)	In line with national (39 pupils)	Sig below national (57 pupils)	N/A

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A