

Pupil premium strategy statement – Dawley C of E Primary Academy

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	Dawley C of E Primary Academy
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nick Andrews
Pupil premium lead	Nick Andrews / Kerri Houlston
Governor / Trustee lead	Ffion Carr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,845
Recovery premium funding allocation this academic year	£14,935
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	£153,780

Part A: Pupil premium strategy plan

Statement of intent

At Dawley C of E Primary Academy we deliver an imaginative and inspiring curriculum with a focus on key skills and independence to ensure our children understand the diversity of the world around us, their place within it and the skills they need to succeed. We offer a creative, challenging curriculum designed to give the children skills and knowledge to help them throughout their lives.

We want our disadvantaged pupils to make good progress and achieve age related expectations. We recognise that the impact of the pandemic has led to an increase in anxiety, isolation and trauma for some pupils. For the next academic year we will focus on addressing gaps that may have been caused by the school disruption during the pandemic through high quality teaching and focussed, measurable interventions, enriching the wider opportunities for our disadvantaged pupils and supporting pupil well-being.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age related level and have gaps, misconceptions possibly caused by gaps in learning
2	In some cases pupils have limited early reading skills or do not read frequently
3	In some cases pupils are not emotionally ready for learning.
4	In some cases, consistent attendance, and punctuality.
5	In some cases, access to resources and wider life experiences.
6	In some cases, a lack of regular routines including home reading, spellings.

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
To ensure classroom teaching is precise and of high quality to meet the needs of disadvantaged pupils so they make at least	Pupils will meet or exceed age related national expectations in reading, writing and maths.

<p>expected progress and meet or exceed national expectations.</p> <p>Interventions are focused on identified need and outcomes of intervention are measurable.</p>	<p>Disadvantaged pupils make at least expected progress.</p> <p>Support staff will support learning effectively.</p> <p>Local Academy Committee members are able to articulate the impact of the pp funding to address gaps in attainment and progress.</p> <p>Assessment data will show an improvement from national statistics Summer 2019 and internal 2021 data following lockdown.</p>
<p>Phonics teaching is embedded within all lessons in Reception Year 1, and Year 2.</p> <p>To embed and sustain a reading culture across the whole school.</p> <p>Pupils have access to high quality texts within guided reading. Guided reading texts are pitched appropriately.</p> <p>Extend pupil vocabulary</p>	<p>Yr1 pupils passing phonic screen will increase and be in line with national.</p> <p>PP pupils will read 3x per week. Any children in lowest 20% will read 5 days a week.</p> <p>Yr2 pupils will pass phonics screen and % will be in line with Autumn 2020 (83% all pupils/83% PPG 15 out of 18 children)</p> <p>Reading attainment is at least in line with national</p>
<p>Pupils to be emotionally ready to access learning and progress of these pupils is in line with others.</p>	<p>Pupils are emotionally ready to access learning and progress of these pupils is in-line with others.</p>
<p>Disadvantaged pupil attendance to improve and be in line with others.</p> <p>All Disadvantaged pupils will meet national expectations for attendance.</p>	<p>All disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</p> <p>The school will contact parents proactively if attendance slips.</p> <p>Parents will be supported with any anxiety about children returning to school in response to current pandemic/covid situation.</p> <p>Attendance targets will be a feature of meetings held both internally and externally.</p>
<p>Pupils are exposed to a range of social, cultural and sporting experiences.</p> <p>School will deliver an engaging, broad and varied curriculum that develops pride and knowledge in the local area.</p>	<p>Pupils attend visits/events they would not normally be exposed to within and outside of the school day.</p> <p>PP participation in clubs/events remains at or increases beyond 80%</p> <p>Disadvantaged pupils are encouraged to participate in sporting competitions by the sports coordinator.</p> <p>Local Academy Committee Members are able to articulate the impact of the pp funding to improve wider opportunities for PP pupils.</p>
<p>Pupils will have opportunities in school to read, practise spellings and consolidate multiplication tables.</p>	<p>Disadvantage pupils' basic skills in reading, spelling and multiplication knowledge will improve and be in line with non-disadvantaged pupils.</p>

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: £3,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching for all pupils – previous year summer term objectives delivered, High quality feedback for all learners</i></p> <p><i>Interventions (1:1 and small group) – adapted half termly based on pupil progress needs/teacher assessments</i></p> <p><i>Termly parental engagement through SEN reviews and meetings for PP pupils.</i></p> <p><i>Termly pupil progress meetings.</i></p>	<p>The Sutton Trust found that ‘the effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years worth of learning with very effective teachers.’</p> <p>Meta analysis of research by John Hattie breaks down quality teaching into:</p> <p>Pupils having clear goals/objectives</p> <p>Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</p> <p>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.:</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils’ needs are accurately assessed and targeted. 	<p>1 - Gaps are identified and targeted teaching/interventions are put in place to address needs to improve attainment in Reading, Writing and maths in all year groups.</p>
<p><i>RADY training for all staff (Raising Attainment for Disadvantaged young people)</i></p> <p><i>6x 90 minutes</i></p>	<p>RADY is a long-term hearts and minds approach, helping schools to become equitable in all aspects of the education they provide and making sure that those learners who need it most get the extra that helps them to get there. Because</p>	<p>1,2,3,6</p>

	<p>the catalyst is applied at the start of a phase of education, schools have a number of years to ensure the extra makes life-changing differences.</p> <p>After applying the catalyst, schools on their RADY journey integrate the RADY principles as a golden thread through their school development plan, ensure that disadvantaged youngsters are proportionally represented in all aspects of school life and work tirelessly to help every member of staff understand why an equitable approach is the right one.</p>	
<p><i>Regular feedback on basic errors in all subjects.</i></p> <p><i>Daily activities – spellings/times tables.</i></p> <p><i>Weekly GPS lessons.</i></p> <p><i>Maths – daily fluency 5 minutes every day.</i></p> <p><i>Target Pupils heard read at least 3 x per week (some 5 x per week).</i></p>	<p>EEF – Phonics approaches have 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. Teaching phonics is more effective on average than other approaches to early reading</p> <p>EEF - Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds</p>	2 - Rigorous basic skills approaches in place
<p><i>Daily phonics teaching and use of phonics throughout other subjects Rec – Year 2.</i></p> <p><i>Phonic teaching and interventions in Year 3 and 4</i></p> <p><i>CPD for all new staff or refresher training for current staff.</i></p> <p><i>Additional RWI resources and interventions for selected pupils</i></p>	<p>EEF - Phonics approaches have 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>	2 - Enhance provision for early reading.
<p><i>Pupils will read at least 3x per week to an adult (in some cases 5)</i></p>	<p>Evidence indicates that one to one tuition can be effective, delivering</p>	Pupils will have opportunities in school to read, practise

<p><i>Pupils will practise on TT Rockstars at least once per week in Y3 and 4.</i></p> <p><i>Reading volunteer for ppg/cic/plac pupils (when COVID restrictions allow)</i></p>	<p>approximately five additional months progress on average.(EEF)</p>	<p>spellings and consolidate multiplication tables.</p>
<p><i>Well being prioritised for pupils and staff through:</i></p> <p><i>CPD for staff</i></p> <p><i>Wellbeing Award – whole school approach to begin Spring/Summer</i></p>	<p>EEF - School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>Universal programmes which generally take place in the classroom with the whole class;</p> <p>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>	<p>3,4,5</p>

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

Budgeted cost: £97,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Talk boost speaking and listening intervention – years 1 and 2 3 x weekly</i></p> <p><i>NELI – speaking and listening intervention – reception 3 x weekly</i></p>	<p>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students:</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted. <p>EEF - Oral language interventions consistently show positive impact on learning with slightly larger effects for pupils from disadvantaged backgrounds</p>	<p>1 - Some pupils may not be working at an age related level and have gaps, misconceptions possibly caused by gaps in learning</p>

	<p>NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019.</p> <p>The results provide strong evidence for the effectiveness of the NELI programme.</p> <p>The trial involved 1,156 pupils in 193 schools.</p> <p>NELI children made an average of 3 ADDITIONAL months' progress in language.</p> <p>This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p>	
<p><i>NTP tutoring National tutoring programme to run – Autumn term second half in Y3 and 4 reading and maths</i></p> <p>2 teaching staff to run after school catch up sessions for targeted children.</p> <p>School led support - Additional teacher interventions for 1 day Autumn 1, 1 day per week for Spring, Summer, 2 days per week For the whole year.</p> <p>Regular multiplication table practice – TT Rockstars for Y3, Y4, Y5, Y6 pupils.</p> <p>Appropriate models and scaffolds to support writing and maths.</p> <p>School staff to run after school club intervention for disadvantaged pupils within their year group.</p>	<p>Meta analysis of research by John Hattie breaks down quality teaching into:</p> <p>Pupils having clear goals/objectives</p> <p>Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.</p> <p>EEF - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils</p> <p>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.:</p> <ul style="list-style-type: none"> • Intensive tuition in small groups is very effective • Pupils are grouped according to specific level or need • Pupils' needs are accurately assessed and targeted. 	<p>1 -Some pupils may not be working at an age related level and have gaps, misconceptions possibly caused by gaps in learning</p>

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

Budgeted cost: £52,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Early intervention by Inclusion mentor when absence is below 90%. – phone calls, texts</i></p> <p><i>Attendance rewards/certificates – star award half termly.</i></p> <p><i>Early Help Assessments /TAC meetings</i></p>	<p>Some PPG pupils have persistent absence.</p> <p>Addressing any attendance concerns is key to improving progress and attainment.</p> <p>NFER research: www.nfer.ac.uk/publications/PUPP01 www.gov.uk/government/organisations/department-for-education/about/research</p>	<p>4- Disadvantaged pupil attendance to improve and be in line with others.</p>
<p><i>PPG pupils are funded for extra curricular activities every half term.</i></p> <p><i>Identified pupils funded for breakfast club provision/after school – year.</i></p> <p><i>Residential visits are partially funded and school visits are funded. Outdoor and adventure learning is funded.</i></p> <p><i>PPG pupils have opportunities to try new and varied experiences</i></p> <p><i>Arts and music activities for enrichment</i></p>	<p>EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>5 - Pupils are exposed to a range of social, cultural and sporting experiences</p>
<p><i>Disadvantaged pupils receive additional support for emotional, health and well</i></p>	<p>Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p>	<p>3 - Pupils are emotionally ready to access learning and</p>

<p><i>being needs through either school pastoral team or external agencies where applicable. PP pupils make at least expected progress.</i></p> <p><i>1 to 1 emotional and well-being support</i></p> <p><i>Lego therapy groups</i></p> <p><i>Local Academy Committee members are able to articulate the impact of the pp funding to address social and emotional needs.</i></p> <p><i>Increase the capacity of ELSA work with 1 additional TAs being trained.</i></p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. EEF foundation 2018</p> <p>EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of four months' additional progress on attainment.</p>	<p>progress of these pupils is in line with others.</p>
<p><i>Sports coordinator to ensure all disadvantaged pupils have access to sporting events and extra curricular sporting clubs</i></p>	<p>EEF – studies of adventure learning interventions consistently show positive benefits on academic learning.</p> <p>EEF: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>5 - Pupils are exposed to a range of social, cultural and sporting experiences</p>
<p><i>Become an attachment aware school – self-evaluation process and CPD for staff</i></p> <p><i>Whole school approach to social and emotional learning and a behaviour policy applied with equity</i></p>	<p>ARC case study - How can we use reflective practice and our growing awareness of attachment and trauma to best support our most vulnerable children?</p> <p>EEF - Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p>	<p>3,4,5</p>

for disadvantaged pupils.		
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Total budgeted cost: £153,780

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See separate plan on website for 2020-21 expenditure.

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
Talk Boost KS1	I can
NELI	Nuffield

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Interventions and boosters
What was the impact of that spending on service pupil premium eligible pupils?	Progress for these pupils was at least expected, despite the interruptions due to the pandemic