

# Pupil premium strategy statement

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	Dawpool CE (Aided) Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr D. Burrows (Head Teacher)
Pupil premium lead	Mr D. Burrows (Head Teacher)
Governor / Trustee lead	Mrs K. Robson (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,985
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,985

# 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.

### Aims

- To reduce the attainment gap between disadvantaged pupils and their peers.
- To support the well-being and mental health of all pupils.
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures.

### Principles

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.

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	<ul style="list-style-type: none"><li>• Some pupils <b>lack confidence</b> in Maths because they believe they have missed work and have fallen behind.</li></ul>

	<ul style="list-style-type: none"> <li>The <b>overlearning</b> of core mathematical skills has not been secured.</li> </ul>
2	<ul style="list-style-type: none"> <li>Some pupils have not engaged in <b>writing at length</b> and their <b>resilience</b> to do so has diminished.</li> <li>High standards of <b>handwriting</b> and <b>presentation of work</b> need promoting.</li> <li>Some pupils are <b>not secure in spelling statutory and key words</b>.</li> </ul>
3	<ul style="list-style-type: none"> <li>Lack of reading beyond the classroom and exposure to a wide range of literature has impacted on reading engagement, fluency and comprehension skills.</li> <li>Some pupils have read sporadically and have <b>not engaged with more challenging reading material</b></li> <li>Pupils in Y3 have missed some essential teaching of <b>reading comprehension skills</b>.</li> </ul>
4	<ul style="list-style-type: none"> <li>Baseline in reception shows increasing need for pupils to develop better social and oral skills.</li> <li>Pupils have not had the same opportunity to practice key <b>learning values</b> across the curriculum such as <b>collaboration, listening and perseverance</b>.</li> <li>Some aspects of the curriculum were limited due to working on line such as practical and investigative work in maths, science, DT, music.</li> </ul>

## 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
<b>To secure positive mental health and wellbeing for all pupils, families and staff by prioritising:</b> <ul style="list-style-type: none"> <li>Relationships &amp; Health Education (RHE).</li> <li>High quality pastoral support.</li> <li>The personal development of pupils within the delivery of a broad and balanced curriculum.</li> </ul>	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant reduction in specific behaviour concerns.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<b>To enable education recovery for all pupils by prioritising:</b>	Assessments and observations indicate significantly improved reading and writing skills among disadvantaged pupils. This is evident when triangulated with other

<ul style="list-style-type: none"> <li>• Reading and Writing across the curriculum.</li> <li>• Teachers' subject, pedagogical and pedagogical content knowledge.</li> <li>• Quality First Teaching.</li> </ul>	<p>sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>KS2 Reading and Writing outcomes of disadvantaged pupils meet the expected standard or exceed ARE in line with their targets.</p>
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## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3
Enhancement of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund CPD and/or teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">See evidence</a>.</p>	4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics and guided reading sessions targeted at disadvantaged pupils who require further reading support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education and wellbeing has been most impacted by the pandemic.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4

	And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Funding of additional specialist speech and language therapist to provide targeted intervention that provides fidelity for those children identified with gaps in oracy phonics and literacy.	Schools should use structured interventions with reliable evidence of effectiveness' and use them with fidelity.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	2,3,4
Funding of additional support for social, emotional and mental health.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	4

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of behaviour and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have	1,2,3,4

	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £25,000**

## 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.

Following a thorough review of the school's position after the lockdown period in September 2020, three overarching priorities were identified for 2020-21 and the PPG was used to support disadvantaged pupils in these key areas:

#### 1. Reset for Safety

*To enable all pupils to experience the 'Abundant Life That Jesus Offers' by establishing a safe, secure and positive school environment.*

#### 2. Recover for Wellbeing

*To secure positive mental health and wellbeing for all pupils by embedding the school's vision and associated values in all aspects of school life.*

#### 3. Rebuild for Learning

*To accelerate progress for all pupils in all subjects by enhancing teachers' subject and pedagogical knowledge and prioritising reading across the curriculum.*

In 2020-21, teaching staff quickly identified gaps in the pupils' learning and took steps to address these during the Autumn Term 2020.

We deployed learning support assistants across the school to enable pupils in receipt of PPG to be supported in the classroom, to access the full curriculum, to address gaps in learning as part of quality first teaching and to deliver specific interventions where required.

The PPG was used to fund the following interventions:

- Maths Intervention (for example overlearning of core skills)
- Reading Intervention (for example paired reading)
- Focussed Spelling Support (for example SAFMEDS)



- Maths Challenge Y3, 4, 5 & 6
- Speech and Language Intervention
- Social and Communication Intervention (for example 'Socially Speaking')
- Reading Comprehension and Writing Skills Support
- Indirect Dyslexia Learning Cloud (IDL) for both English and Maths

The school used PPG to enhance reading and phonics resources for all children and to develop classroom libraries.

The school used PPG to enable an Emotional Literacy Support Assistant (ELSA) to work with individual children and their parents/carers to overcome a range of emotional issues. The school also provided specialist pastoral support where required for pupils who struggled to engage in school life. These pupils may have had difficulty accessing their learning and engaging socially. They may have had an ASC or an ADHD diagnosis or waiting on assessment. They may have suffered from heightened anxiety, low self-esteem or mild mental health illness.

The school continued to provide specialist music tuition via the Wirral Wider Opportunities Programme for all Y4 pupils to enable them to have the experience of playing a musical instrument for a whole year. We also provided a Forest Schools Programme for all pupils in Key Stage 1 to enhance wellbeing through outdoor activities.

PPG was also used to purchase equipment that supported pupils to access the curriculum. This included technology such as laptops or manipulatives for use in English and Maths.

## 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
'Thumbs Up' Social and Emotional Support	Thumbs Up Education