

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Dane Ghyll Community Primary School and Nursery |
| Number of pupils in school  | 214   |
| Proportion (%) of pupil premium eligible pupils   | 15  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2024<br>2024 -2025<br>2025 -26             |
| Date this statement was published   | November 2023                                   |
| Date on which it will be reviewed   | November 2024                                   |
| Statement authorised by   | Peter Mills                                     |
| Pupil premium lead  | Peter Mills                                     |
| Governor  | Jon Washington                                  |

## Funding overview

| Detail   | Amount        |
|--|---------------|
| Pupil premium funding allocation this academic year                                    | £14550        |
| Recovery premium funding allocation this academic year                                 | £5400         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0            |
| <b>Total budget for this academic year</b>   | <b>£19950</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Dane Ghyll we believe in lifelong learning and that learning should be a rewarding and enjoyable experience for all. Our intention is to provide a rich and varied learning curriculum that allows all children to develop their skills and abilities to their full potential, raises aspirations and opens their eyes to the world beyond their immediate environment, irrespective of socio-economic background, ethnicity, gender, faith or stage SEND.*

### We aim to

- Be ambitious for all our pupils and we aspire for them to reach their full potential*
- Build children's capacity to tackle challenges in everyday life*
- Remove barriers to learning created by poverty, family circumstances and background*
- Narrow the attainment gap between disadvantage pupils and their non-disadvantaged counterparts both within the school and nationally*

### In order to achieve this:

- We carefully analyse data to identify learning needs and any other barriers to learning.*
- We provide focused support to ensure pupils move on from their individual starting points at a realistic pace.*
- We provide all teachers with access to high quality CPD to ensure that pupils access effective quality first teaching*
- We strive to involve parents in their child's education, this includes the importance of attending school every day.*
- We target funding to ensure that all pupils have access to trips, first hand experiences and enrichment activities*
- We provide appropriate nurture support to enable pupils to access learning within*

*Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children. Interventions and approaches are adopted on a whole school level and are not restricted to pupils eligible for the Pupil Premium Grant.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>COVID 19 - impact on learning due to lockdown</i>   |
| 2                | <i>Children have low self-esteem and a lack of emotional resilience and confidence</i>   |
| 3                | <i>Parental SEMH having negative impact on behaviour, attitudes and aspirations</i>  |
| 4                | <i>Increasing numbers of families accessing Early Help, CIN/CP plans and support from Family Action</i>  |
| 5                | <i>Variable parental support and home learning environment, including a lack of positive role models, which impacts progress, e.g. engagement in home work and reading with children</i> |

## 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  |
|--|---|
| <i>To continue to narrow the disadvantage gap by addressing inequalities and raising the attainment/progress of those students entitled to pupil premium</i> | <ol style="list-style-type: none"> <li>1. Continue to improve phonic screening results for PP children, closing the gap between PP and NPP pupils</li> <li>2. Outcomes for attainment in RW&amp;M will be in line with National PP figures</li> <li>3. Attainment gap at greater depth between PPG pupils and their peers will close</li> </ol>   |
| <i>Improving basic skills within the EYFS to counteract the very low levels of attainment on entry for disadvantaged children</i>                            | <ol style="list-style-type: none"> <li>1. By the end of EYFS the attainment gap between PP and NPP will have narrowed based on Baseline results</li> </ol>  |
| <i>PP children will be offered wider family support if needed, raising aspirations and developing parenting skills</i>                                       | <ol style="list-style-type: none"> <li>1. School will open up an Early Help for families who need support but that don't meet threshold</li> <li>2. School will continue to identify and signpost support for identified families</li> <li>3. Targeted families attending Family Learning, ACES, and other courses as needs arise</li> </ol>  |
| <i>PP children will access all areas of the curriculum</i>   | <ol style="list-style-type: none"> <li>1. PP will access all trips</li> <li>2. PP children will have access to school uniform</li> </ol>  |
| <i>Improving and maintaining attendance</i>  | <ol style="list-style-type: none"> <li>1. Children who are eligible for PP attend school in-line with other children</li> <li>2. Children eligible for PP close the gap between their attendance and the national attendance % for all children</li> </ol>  |
| <i>Widening experiences and extending opportunities</i>  | <ol style="list-style-type: none"> <li>1. Children have many opportunities throughout their education to widen their life experiences</li> <li>2. We aim for all children to undertake at least 6 visits/experiences during school time per year</li> <li>3. Offer a wide range of after-school clubs which are free of charge/heavily subsidised</li> <li>4. Children's language is enriched by their experiences</li> </ol> |
| <i>To raise the self-esteem and aspirations of students entitled to pupil premium through pastoral support and extracurricular activities</i>                | <ol style="list-style-type: none"> <li>1. Access to SERIS support</li> <li>2. Kidsafe to be provide to all children</li> <li>3. Access to programmes available from outside agencies e.g. Jellybean Jamboree</li> <li>4. All staff trained to be trained in Lego therapy</li> </ol>   |

5. *All children to attend Keppleway outdoor adventure centre*

## 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: £4000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>National college</i>   | <i>All staff and governors having access to online CPD would enable them to develop skills as the need arises and at a time suitable for them</i>  | 2,                            |
| <i>English leader to focus on phonics teaching, purchasing resources, delivering training and feedback to staff on impact of teaching.</i>                      | <i>The EEF shows phonic intervention can support an additional 6 months progress EEF - <a href="#">Improving literacy in KS1</a></i>   | 1, 2, 3, 6,                   |
| <i>Purchase of Phonetically decodable books to support the validated Systematic Synthetic Phonics programme to secure development of skills for all pupils.</i> | <i>Phonic 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: Phonics Toolkit strand, Education Endowment Foundation.</i> |                               |

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

Budgeted cost: £ 8,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Children to develop sensory processing</i>                             | <p><i>The BUSS model explores the potential for rebuilding the gaps in these systems left by early adversity, using games and activities within relationships that offer the child a loving, attuned base to grow from. This in turn gives a stable platform for the development of emotional regulation, relationships and learning.</i></p> <p><a href="#"><u>BUSS model - Evaluation</u></a></p>   | 1,4                           |
| <i>Additional HLTA in KS1 (targeted teaching of phonics) 0.2</i>          | <p><i>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> | 1, 2, 3,4,5                   |
| <i>Additional STA in KS1 (targeted teaching of English and Maths) 0.2</i> | <p><i>This teaching uses ongoing assessment for learning to deliver bespoke sessions, including pre-teaching and overlearning. It enables the STA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p>                      | 1, 2, 3,4,5                   |

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

Budgeted cost: 7,950

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Greater parental involvement and better understanding of children's learning in order to provide encouragement and support</i> | <p><i>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</i></p> <p><i>General approaches which encourage parents to support their children with for example reading or homework.</i></p> <p><i>The involvement of parents within their children's learning activities</i></p> <p><i>Preparing children for the school day, improving attendance, punctuality, having breakfast and resources necessary.</i></p> | 3,5                           |
| <i>Breakfast club offered to all pupil premium children free of charge</i>  | <p><i>It is important that all children have the opportunity to start the day free from hunger, enabling them to feel ready to learn. All children who attend breakfast club are offered toast, cereal and juice.</i></p>  | 3,6                           |
| <i>Milk for all PP children</i>   | <p><i>As a supplement to their diet, milk is offered to all children in receipt of Pupil Premium grant</i></p>   | 3, 6                          |
| <i>Children to become more confident and resilient learners</i>   | <p><i>Provision which targets social and emotional learning seek to improve children's interaction with others and self-regulation of emotions, to support children's life-long learning ensuring every child reaches their full academic potential.</i></p>   | 2,3                           |
| <i>Series Worker to support vulnerable families</i>   | <p><i>We define parental engagement as the successful involvement of parents in supporting their children's social, emotional welfare as well as their academic learning. It includes:</i></p> <p><i>Early intervention to support families in need - 'sign posting' to other agencies e.g. foodbank, charities for furniture etc</i></p> <ul style="list-style-type: none"> <li><i>• Supporting Parenting -</i></li> </ul> <p><i>Supporting Early Help cases and additional safeguarding cases •</i></p>                                      | 1, 2, 3, 4, 5,                |



|  |   |                       |
|--|---|-----------------------|
|  | <i>Supporting families in a range of situations, particularly transitions to local high schools or a change in setting</i>  |                       |
| <i>Enrichment &amp; Visit programme to broaden children's life experiences</i> | <i>Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language. By giving children the opportunity to experience a range of enrichment opportunities including trips, /visits/visitors into school, not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it, but deepens and enriches their language and vocabulary.</i> | <i>1, 2, 3, 4, 5,</i> |

**Total budgeted cost: £**

## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

*Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure progress is monitored, through using this information targeted interventions are provided to support school to eliminate barriers to learning and progress.*

*KS2*

*One pupil with PP (Ukrainian)*

*Phonics*

*100% (2 pupils)*

*Priorities 2023 -24*

*Priority 1 Teaching - All staff to have access to CPD through National College,*

*Priority 2 Targeted academic support - social skills groups, Wise words and Booster groups for phonics*

*Priority 3 Wider Strategies - access to free Breakfast club, visits and new experiences. Support for families through dedicated time and provision which targets social and emotional learning.*

### 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 |
|-----------|----------|
|-----------|----------|

|                     |                                  |
|---------------------|----------------------------------|
| <i>Bug Club</i>     | <i>Pearson</i>                   |
| <i>Wise Words</i>   | <i>Wise Words Literacy</i>       |
| <i>Talk Boost</i>   | <i>I Can</i>                     |
| <i>Black Sheep</i>  | <i>Black Sheep Press</i>         |
| <i>Time to talk</i> | <i>Learning Development Aids</i> |