

# 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	Dickleburgh C of E Primary Academy
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	13.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	M Croskell
Pupil premium lead	P Delaine
Governor / Trustee lead	A Browning

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,050
Recovery premium funding allocation this academic year	£4495
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	£51,545

# Part A: Pupil premium strategy plan

## Statement of intent

At Dickleburgh, we have the highest of aspirations and ambitions for our pupils and believe no child should be left behind. High quality teaching is at the core of all that we do to ensure the best outcomes for all pupils and this underpins the work that the school does for disadvantaged pupils, for whom there may be barriers to achieving their full potential. Our aim is to diminish any differences in attainment between pupil premium children and others in our school and to ensure that as far as possible, all barriers to achieving this are overcome.

All pupils at Dickleburgh Primary Academy will receive high quality teaching alongside a broad and balanced curriculum that is fostered on high expectation for all. All pupils, including the disadvantaged pupils, those with a social worker, service children, looked after children or young carers, are challenged to meet their personal goals and achieve high attainment in all areas of the curriculum.

The Pupil Premium Strategy is linked closely to the school's development plan, which aims to raise standards for all pupils in all areas of the curriculum. The Strategy is realistic and ambitious in its timescales for improvement. High expectations in all areas of the curriculum ensure that pupils are exposed to a vocabulary rich curriculum with reading as its foundation.

Setting priorities is key to making the most effective use of the PPG. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that writing attainment for all pupils although still above National Average, including the disadvantaged pupils, is significantly below that for non-disadvantaged pupils by comparison to Reading and Maths attainment. In 2022 the percentage of disadvantaged pupils achieving the expected standard in writing at the end of Key Stage 2 was 63%, above the national of 55%, but below the attainment in writing of non-disadvantage pupils at Dickleburgh which was 90%.

2	Maintain the high percentage of disadvantaged pupils who achieved at the expected level in both Reading and Maths at the end of KS2 2022 for the preceding years.
3	Our attendance data highlights that there is still a gap between the disadvantaged pupils and non-disadvantaged pupils. The 2021/22 attendance review highlighted whole school attendance as 96%, with persistent absenteeism of 8%. This is compared to 94% for disadvantaged children of which 23% was persistent absences recorded for 9 children.
4	Pupils have limited experiences beyond their home life and immediate community.
5	Lack of parental engagement and skills to be able to support children in their learning
6	Disadvantaged children not being fully engaged with their learning due to anxieties and emotional state following the pandemic but also due to some home circumstances such as separation of parents, domestic violence in the home or police involvement in parent behaviours.

## 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
Close the writing attainment gap for disadvantaged children compared to non-disadvantaged children at the end of Key Stage 2.	<ul style="list-style-type: none"> <li>Assessment data for writing to be in-line with national averages at the end of Key Stage 2 by 2024.</li> <li>Internal data shows that all children are making progress each academic year to achieve age related expectations at the end of Year 6.</li> <li>Targeted pupils receive additional in class support and scaffolding in writing sessions.</li> <li>Targeted pupils receive additional, high quality speech and language therapy and intervention.</li> <li>Targeted pupils in KS1 receive phonics intervention through the Little Wandle programme.</li> </ul>
Continue to maintain the high standard of attainment in reading and maths for disadvantaged children at the end of Key Stage 2.	<ul style="list-style-type: none"> <li>Assessment data for maths and reading continues to be in-line with non-disadvantaged pupils and above the national averages at the end of Key Stage 2.</li> <li>Lesson Observations, Learning Walks and Pupil Voice show evidence of interventions and additional support for disadvantaged</li> </ul>

	pupils who are at risk of not meeting the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained high attendance data from disadvantaged pupils to increase to in 2023/24.</li> <li>• Evidence on Attendance tracker shows that engagement with parents result in improved attendance, for children who are persistently absent</li> </ul>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied global curriculum.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils will be exposed to the same varied and challenging mastery curriculum as all other pupils.</li> <li>• Children will be exposed a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> </ul>
Opportunities for identified disadvantaged pupils to have access to our school counsellor and PSA	<ul style="list-style-type: none"> <li>• Disadvantaged pupils who require emotional support will be prioritised for sessions with the school counsellor as required.</li> <li>• Strategies will be given to help pupils deal with anxieties and thus support their learning and time in school.</li> </ul>

## 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: £ 16,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing professional development for teaching and support staff in Mastering English and Mastery Maths, including support from Trust improvement officers	EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Interventions are evaluated termly by the SENDCo to monitor impact	The school operates a variety of intervention and keep up sessions. Professionals including Communicate Speech and language and Willow tree Educational Psychology, as well as Dyslexia outreach service advise and support these interventions and the reviewing of progress towards targets. Research indicates that small targeted group work is most effective when it is targeted at pupils' specific needs. <a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Whole staff acknowledgement and implementation of Cognitive load theory and cognitive science principles in their daily practice and how this impacts on classroom environment and teaching strategies.	Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles. <a href="https://d2tic4wvo1iusb.cloudfront.net/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf">Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2

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

Budgeted cost: £ 21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day keep up sessions are used to support pupils in phonics, reading and maths across the school. All targeted support, within class and as part of intervention, recorded on an intervention record to be monitored by SLT and Core subject leads.	Feedback can be effective during, immediately after and some time after learning. Oral feedback has the greater impact overall and benefits from being immediate. <a href="https://www.educationendowmentfoundation.org.uk/feedback-eeef">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Pixl assessment is used to identify targets for intervention and can be used to inform entry and exit data.	There is a secure evidence base that formative assessment and analysis of gaps can improve outcomes. <a href="https://www.educationendowmentfoundation.org.uk/embedding-formative-assessment-eeef">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Interventions are evaluated termly by the SENDCo to monitor impact.	The school operates a variety of intervention and keep up sessions. Professionals including Communicate Speech and language and Willow tree Educational Psychology, as well as Dyslexia outreach service and communication champions, advise and support these interventions and the reviewing of progress towards targets. Research indicates that small targeted group work is most effective when it is targeted at pupils' specific needs. <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eeef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2

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

Budgeted cost: £ 14,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering funded Breakfast club to pupils identified as being persistent absentees in order to improve attendance and punctuality.	EEF Attendance interventions: Rapid Evidence Assessment. <a href="#">Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3, 4, 5, 6
Broadening experiences for disadvantaged children including school trips, clubs and enrichment opportunities through our wider curriculum including musical instrument tuition, singing, MFL.	The EEF highlights that improvements related to self-confidence and self-efficacy are linked to broadening pupils' experiences outside of the classroom environment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 2, 3, 4, 5
Pastoral provision will support pupils (and their families) needing structure and guidance in their social and emotional learning.	Support for pupils including the disadvantaged will allow all children to access additional support when needed, e.g. Hearts and Minds, 1:1 counselling. The length of support will vary for each individual. <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3, 4, 5, 6

**Total budgeted cost: £ 52,442**

## 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.

During the academic year 2021-2022, our priority was to re-establish school routines, provide pastoral support for pupil well-being when required and to ensure the return of our excellent working and learning behaviours throughout all phases following the pandemic lockdowns. Our aim was also to increase pupil attendance to ensure that all children were exposed to these priorities.

By the end of the academic year, school data for all phases was as follows;

- EYFS-GLD- Dickleburgh 80%      National 65%
- Year 1 Phonics Screening Test-Dickleburgh 89%      National 76%

#### Key Stage 1 Data

National		Dickleburgh
Reading Exp+	67%	81%
Reading GD	18%	37%
Writing Exp+	58%	59%
Writing GD	8%	22%
Maths Exp+	68%	82%
Maths GD	15%	15%
Science Exp	77%	96%

#### Key Stage 2 Data

National		Dickleburgh
Reading Exp+	74%	89%
Reading GD	28%	50%
Writing Exp+	69%	86%
Writing GD	13%	14%
Maths Exp+	71%	89%
Maths GD	22%	25%
SPaG Exp+	72%	93%
SPaG GD	28%	32%
Science	79%	89%
RWM Exp+	59%	86%
RWM HS	7%	11%

% Disadvantaged (non-disadvantaged)		Dickleburgh
	% Expected Standard National	
Reading	62 (80)	88(90)
Writing	55 (75)	63(95)
Maths	56 (78)	88(90)



School intervention records show that disadvantaged pupils received a variety of English and Maths interventions to enable them to access the full curriculum. This included small group tuition, 1:1 additional reading, and additional adult support in class.

## 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
Mastering English	St Benet's MAT
Instructional Coaching	St Benet's MAT

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*