

Pupil premium strategy statement – Dickleburgh C of E Primary Academy 2023-2026

This statement details our school’s use of pupil premium (and recovery 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	187
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Sept 2023-Sept 2026
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Moira Croskell
Pupil premium lead	Pippa Delaine
Governor / Trustee lead	Amy Browning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,120
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,625
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£41,745

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.

At Dickleburgh we use a range of approaches to combat barriers and offer support to the needs of the whole family. As a rural school we aim to raise aspirations and give a range of opportunities to enhance cultural capital. We want to open children's eyes to the wider world and help them to realise the possibilities that are out there.

Our priorities:

- Ensuring all pupils have access to High Quality Teaching and Learning in every lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences/trauma
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	At the end of autumn term 2023, 19% of pupils in receipt of pupil premium funding are also on the SEND register and have additional needs.
2	At the end of the autumn term 2023, 41% of Pupil Premium are working below the expected standard in Writing 31% of Pupil Premium are working below the expected standard in Reading 38% of Pupil Premium are working below the expected standard in Maths
3	Low aspirations and lack of opportunities
4	Social, emotional and mental health issues
5	A greater proportion of parents with Pupil Premium children do not engage with the school with homework, attending events and meetings and completing surveys.

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
For pupils who have SEND and are eligible for pupil premium support to have improved outcomes. PP funding used to target this focus group	Pupil Premium data for KS1 and KS2 for reading, writing and maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting points. Pupil voice shows improved confidence.
To improve writing attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 for writing will show a sustained or narrowing of any gaps with progress relevant to their individual starting points. Pupil voice shows improved confidence.
To improve maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils. PP first strategy used to target this focus group.	Pupil Premium data for KS1 and KS2 for maths will show a sustained or narrowing of any gaps with progress relevant to their individual starting

	points. Pupil voice shows improved confidence.
To give pupil premium children access to trips, visitors and experiences, which give pupils wider opportunities and experiences, helping them to raise their aspirations.	All pupil premium pupils have experienced trips, attended at least one sporting fixture, learnt to swim 25m, attended a residential (Year 6), participated in a new sport and learnt to play an instrument.
To support all pupils but Pupil Premium pupils in particular to improve their mental health wellbeing	Pupil voice shows sustained high levels of wellbeing. PP families have access to the FSP PP pupils have access to One-to-One Counselling
To improve the interaction and engagement of the parents of PP children.	Improved attendance of parents with PP children at Parent Consultations. Quantity of homework completed by PP children improves Attendance of PP children improves

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
To develop the CPD of all teachers to improve quality first teaching- using the Trust walkthrough CPD training as a model.	Trust CPD using walkthrus as a model means professional development on the basis of daily teaching practice. It is designed to improve teachers' instructional practices to enhance student learning. EEF guidance report- Effective professional development	1, 2
To ensure all new staff are trained in and and feel supported with the Federation approach to the teaching of synthetic phonics (KS1	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	1, 2

Reading/Phonics/English subject leads)	as regular sessions over a period up to 12 weeks. EEF toolkit on phonics and DFE	
Subject lead to ensure all staff are trained in and following the Power Maths mastery scheme to ensure high quality, consistent delivery to pupils.	The impact of mastery learning approaches is an additional five months progress, on average over the course of a year. Mastery learning approaches have consistently positive impacts, but effects are higher in primary school pupils in maths. EEF Mastery learning NCETM Mastery- supporting research and evidence	1, 2
Enhancement of our maths and writing teaching and curriculum planning, in line with school AIDP. We will fund subject lead and teacher release time to support staff to embed key elements of guidance in school and to attend relevant CPD	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics. The EEF guidance on improving maths and literacy	1, 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide targeted small group interventions for writing to improve pupil's standard	Regular small group interventions are effective. Providing training to the staff that deliver small group support is likely to increase impact. EEF Teaching and Learning Toolkit small group tuition	1, 2
Pupil Premium Children Identified on the Federation Intervention Record to show daily interventions are happening in Phonics and Reading.	Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning. DfE Reading framework	1, 2
Adapt support and intervention	Regular small group interventions are effective. Providing training to	1, 2

timetables to ensure the support is where it is needed most	the staff that deliver small group support is likely to increase impact. EEF Teaching and Learning Toolkit small group tuition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to pastoral support staff and intervention programmes that develop pupil self-regulation, mental health and wellbeing. This includes access to external provision and targeted 1:1 counselling session	There are many studies that link wellbeing to improvements in pupil attitudes, engagement and a reduction in absenteeism.	1, 2, 3, 4
To give all children the opportunity to take part in a residential and attend school educational trips. These will be funded or partially funded for pupil premium pupils. To provide opportunities for additional sports experiences and musical instrument tuition	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives EEF Toolkit- arts participation and HSE	1, 2, 3, 4
To part fund breakfast club, after school club and uniform for pupil premium pupils	Breakfast clubs were popular with schools, pupils and parents. Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills DfE- Evaluation of breakfast clubs in schools	1, 2, 3, 4, 5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-2023

- The end of KS2 data for Summer 2023 shows that 80% of PP children in Year 6 were working at Exp+ with 40% achieving at the Higher Standard in Reading and SPaG.
- The KS2 data for Summer 2023 shows that 100% of PP children in Year 6 were working at Exp+ with 20% achieving at the Higher Standard in Maths
- The KS2 data for Summer 2023 shows that 80% of PP children in Year 6 were working at Exp+ with 20% achieving at the Higher Standard in Writing
- 80% of Year 6 PP children achieved the expected level for RWM combined, with 20% achieving at the Higher Standard.
- The end of KS1 data for Summer 2023 shows 66% of PP children working at the EXP+ in Reading, Writing and Maths
- All PP pupils have accessed additional sports activities through the SSP.
- All PP children have seen a pantomime and theatre production and undertaken trips linked to the work in their class.
- PP children in Year 6 were offered the opportunity of a residential. And cycling proficiency training.

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
Pupil Counselling	One-To -One
Family Support	Hearts and Minds
Speech and Language Support	Communicate
Assessment	PiXL
Maths-Power Maths	Pearsons