

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	Great Dunham Primary School
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	11 children: 20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Updated November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Sharon Nour
Pupil premium lead	Sharon Nour
Governor / Trustee lead	Leanne Elvin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13850
Recovery premium funding allocation this academic year (£145 x 11 =1595 but minimum floor payment for each primary is £2000)	£ 2000 £1620 (School led tutoring grant)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5771
<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	£19621

## Part A: Pupil premium strategy plan

### Statement of intent

At Great Dunham, we believe that the most successful route to academic excellence is through high quality small group, focused teaching. To this end, we use a substantial portion of our PPG funding on employing skilled teaching assistants to work throughout the school in order to provide small teaching groups for maths and literacy. Whilst working within a smaller group children's specific needs can be met more easily, enabling any gaps to be closed and full potential to be reached. Financial support is made available to develop pupil aspiration and ability in all areas of the curriculum and to ensure that children qualifying for pupil premium have the same opportunities as those who are do not. Funding also goes towards continued delivery of specific intervention support in small group and individual one to one intervention. Additional professional advice and support may also be purchased.

We ensure that children who qualify for Pupil Premium have their needs clearly identified and their progress is closely monitored by the school on a half termly basis. The date of the next internal review of the school's pupil premium strategy is November 2023.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils – we believe in “quality first teaching”
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including socially disadvantaged pupils, by assessing their needs carefully and planning to address them appropriately, setting individual and group targets that are both clear and challenging and shared with all
- We use only the best and most appropriate teachers/teaching assistants, matching the individual to the particular task/activity. Sometimes we may use the PPG to fund a TA to release a teacher to allow them to undertake a specific activity. We train staff as required.
- We maintain a cycle of continuous monitoring, evaluation and adaptation in order to achieve maximum impact.
- Senior staff undertake research on how to make provision effective, which they share at staff meetings. All staff, including TAs are supported to do further research as appropriate.

- We have a named Governor responsible for monitoring Pupil Premium who undertakes regular monitoring activities and provides appropriate challenge
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **Grant order of use and Approach**

#### **1. Higher Level Teaching Assistant**

- Specific targeted support for small group tuition and early years intervention – Phonics
- Reading comprehension
- Maths problem solving
- Speaking and listening programmes
- Any other area as identified through specific data analysis and teacher analysis of progress

#### **2. Professional Development**

- Focused on strategies to remove barriers to learning~ includes Trauma and Attachment training; updating and improving phonics teaching; NELI; enhancement of the English curriculum

#### **3. Equipment to support learning**

- Specific equipment identified through data analysis e.g. Maths programmes for homework, reading system, decodable phonic books

#### **4. Enhancing education**

If parents, whose children are entitled to free school meals, require help towards the costs of these activities, please talk to the head teacher before the event takes place for up to half funding eg: KS2 residential; Whole class educational visits; After school activities

#### **5. Widening experiences**

Day visits from people from different faith and community background to broaden children's experience of the wider British cultural and religious family.

We monitor and evaluate our Pupil Premium spending on a regular basis, to avoid spending it on activities that have little impact on achievement, and ensuring that we spend it in ways known to be most effective.

### **Summary of the Main Barriers**

PPG funding is used to remove any 'barriers to learning' which may exist including the long term impact that COVID has had on our KS2 children in spelling and reading. Pupils should feel unique, valued and special and be able to access the opportunities that all children are entitled to. They should also be enabled to maximise their potential in all areas of school life. For example, they may need to build confidence or social skills; they may need support to meet nutritional needs; their fitness, well-being and stamina levels may need to be raised; they may need one-to-one intervention or small group work to improve confidence, knowledge, skills and outcomes. We know that happy children learn. PPG money is used to help ensure that all pupils are happy and ready to learn.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Assessments, observations and discussion with pupils indicate underdeveloped oral language skills and vocabulary gaps among pupils. These are evident from Reception to KS2.
2	Assessments, observations and discussions with pupils suggests disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments and observations indicate that there are knowledge gaps leading to pupils falling behind age related expectations, especially in maths.
4	Safeguarding and emotional barriers to learning including individual attendance
5	Social and economic factors impacting on engagement with enhanced learning and wider experiences

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Progress in Reading</i>	<i>Achieve within one child of national average progress scores in KS2 reading</i>
<i>Progress in Writing</i>	<i>Achieve within one child of national average progress scores in KS2 writing</i>
<i>Progress in Mathematics</i>	<i>Achieve within one child of national average progress scores in KS2 maths</i>
<i>Phonics</i>	<i>Achieve national average expected standard in Y1 phonics</i>
<i>Other</i>	<i>Improve attendance of disadvantaged pupils to national average</i>

## 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)

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>

Budgeted cost: £ 10, 582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improvement in the overall attainment and progress in reading</p> <ul style="list-style-type: none"> <li>- Early Reading Leader to provide regular CPD for staff delivering RWInc</li> <li>- Whole school RWInc training to improve phonics teaching in EYFS/KS1 &amp; for identified children in KS2</li> <li>- Purchase of fiction/non-fiction books to ensure access to high quality texts across the curriculum and for reading for pleasure</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>A comprehensive review of Early reading and phonics in September 2021 with Wensum Hub. Identified need for updating training and resources. Undertaken July – September 2022. Now working with Wensum Hub for next two years as one of their partner schools. New Early Reader Leaders June 2022</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1, 2</p>

<p>Improvement in the overall attainment and progress in writing</p> <ul style="list-style-type: none"> <li>- Embed training for all staff on the effective delivery of Talk for Writing Strategy</li> <li>- New subject leader for writing June 2022</li> <li>- Embed writing progression following work with English Professional Community and UET Writing Project through VNET.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1, 2</p>
<p>Improvement in the overall attainment and progress in maths</p> <ul style="list-style-type: none"> <li>- Continue to embed Maths Mastery through NCETM maths progression</li> <li>- Cover subject leader (substantive on maternity leave) to work alongside class teachers to embed Maths Mastery.</li> <li>- Whole school focus on retrieval practice to improve children's ability to remember more from prior learning.</li> </ul>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614213/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1, 3</p>
<p>Establish small groups for phonics, maths, writing interventions (HLTA salary)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3</p>



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

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>

Budgeted cost: £ 3779

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Same day/ in class interventions for pupils as needed in English/Maths &amp; phonics</p>	<p>One to one, and two to one tuition is proven to have a significant impact on pupil progress, particularly when it is built upon current learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small groups consisting on average of three pupils to one adult will focus on explicit interventions in maths, reading, phonics and handwriting. They will be linked to current gaps identified in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3</p>
<p>Development of pupils oracy &amp; language skills</p> <ul style="list-style-type: none"> <li>- HLTA led NELI &amp; ELKLAN sessions</li> <li>- S&amp;L interventions and support for children across school provided by HLTA or time purchased from S&amp;L therapists</li> </ul>	<p>A range of evidence suggest high impact when running speech and language interventions that are targeted daily class practice.</p> <p><a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a></p>	<p>1</p>

Reading fluency KS2	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2
Maths after school sessions to provide 'catch up' in KS2	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3

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

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies>

Budgeted cost: £5260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support the emotional wellbeing and mental health of our pupils</p> <ul style="list-style-type: none"> <li>- Mentor support for children to ensure they are supported pastorally to be able to positively access their learning</li> <li>- Understanding trauma and attachment training for whole staff.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Our own experience and case studies show increased pupil engagement and attendance, particularly for those pupils at time of crisis.</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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4, 5

<p>Attendance of PP pupils to at least in line with non PP pupils</p> <ul style="list-style-type: none"> <li>- Monitor &amp; track PP pupil with attendance &lt;95%</li> <li>- Encourage good attendance through Above &amp; Beyond assemblies, newsletter, website and certificates</li> <li>- Identify PP pupils who are PA and track/monitor. Agree actions at monthly meeting/phone call with parents to ensure improvement</li> <li>- Signpost support to families if needed</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="#">Improving School Attendance</a> -The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4,5</p>
<p>Disadvantaged children will be able to participate in enrichment and enhancement opportunities</p> <ul style="list-style-type: none"> <li>- Extra-curricular clubs and opportunities provided free of charge to ensure access and attendance for PP children</li> <li>- Visit subsidies for PP children to ensure equal access including residential visits</li> <li>- Provide curriculum 'hooks' and experiences for our disadvantaged pupils (visits/visitors)</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a></p> <p>Ensuring all pupils are able to participate in the enrichment and enhancement opportunities of school is not only good for their immediate health and wellbeing but it can also impact on future life chances and social mobility.</p>	<p>5</p>
<p>Provide support for PP children with SEMH needs</p> <ul style="list-style-type: none"> <li>- Reinforce restorative approach through staff CPD</li> <li>- Additional lunchtime activities and provision to encourage positive behaviours and interactions between children and support good mental and physical health</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINA_Lvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINA_Lvii.pdf</a></p> <p>Wide ranging evidence suggests that pupils with better health and wellbeing are likely to achieve better academically and that effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p>	<p>4</p>
<p>Individual children are supported to remove barriers to learning and achievement and to access opportunities through school</p> <ul style="list-style-type: none"> <li>- Daily sensory circuit</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> <li>- Mentors to work with identified individuals/ small groups to remove barriers to learning e.g daily check in; snacks; breakfast/ after school club provision</li> <li>- SMEH signpost families as needed</li> <li>- Support with funding for visits/ clubs</li> <li>- Purchase/subsidies for uniform/ PE kit</li> <li>- Funded holiday places for children if needed</li> </ul>	<p>Based on past experience, we have set aside a contingency to ensure that we are able to respond to individual needs as they arise</p>	
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**Total budgeted cost: £19621**

## 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 2021 to 2022 academic year.

#### **Progress in Reading**

A clearer understanding of how to support UKS2 children in the teaching of reading provided from training and the reading fluency project, led to target being met.

Improving the teaching of reading in EYFS and KS1 introducing reading challenges and reading buddies has been improved and now needs to be embedded.

#### **Progress in Writing**

A cover subject leader, CPD for all staff and a focus on Talk for Writing strategies in KS2 led to the target being met.

Embedding the Talk for Writing strategies by the new substantive subject leader is the next priority.

#### **Progress in Maths**

Although I have continued to work with the Angles Maths Club, a number of staffing issues meant the maths lead was unable to coach other staff to support delivery of programmes. Booster Maths delivered by the Maths Subject leader however had a positive impact on the children's results.

Retrieval has been identified as a barrier to the children making progress and is a focus for CPD in 2022/2023.

#### **Progress in phonics**

Children who attended the school in Reception and Year one met national average, due to an improvement in the quality of teaching and interventions. Support will continue to be in place for pupils in LKS2

#### **Attendance**

Subsidising trips and visitors meant that children were able to access these events, positively impacting on writing. A reduction in lunchtime behaviour incidents was due to additional lunchtime activities.

## 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
Maths Tutoring	Connex 2021 – 22 face to face

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