# Pupil premium strategy statement Dewhurst St Mary 2022-2023

## School overview

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| **Metric** | **Data** |
| School name | Dewhurst St Mary CE Primary School |
| Pupils in school | 204 |
| Proportion of disadvantaged pupils | 16.2% 33 pupils |
| Pupil premium allocation this academic year | £45,705 |
| Academic year or years covered by statement | 2022-2025 |
| Publish date | 10 December 2022 |
| Review date | 10 November 2023 |
| Statement authorised by | Chris Robinson (Chair ) |
| Pupil premium lead | Pauline Orchard (Vice-Chair) |
| Governor lead | Natalie Ranson (Headteacher) |

## Statement of intent At Dewhurst St Mary the Pupil Premium Grant funding is targeted to ensure that all disadvantaged pupils receive the highest quality of education to prepare them for the next step in their educational journey. We use funding for disadvantaged pupils to further embed the foundations of our school code of conduct: be ready, be respectful and be safe, and ensure pupil’s use these skills to become happy and contributing citizens of the future, leaving our school as confident individuals who are aware of how important they are and use our school vision, having the courage to challenge themselves, overcoming barriers and difficulties. All staff recognise the varying barriers that disadvantaged children can face that may impact their learning.

## Review: last year’s (2021-2022) aims and outcomes;

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| **Aim** | **Outcome** |
| **Progress in Phonics** | **Below national expectation in phonics when tested in June**  **Interventions put in place and retested October 2022 – now at national expectations** |
| **Progress in Writing** | **Achieve national average expectations in KS2 Writing – slightly below – lack of vocabulary and effect** |
| **Wellbeing** | **Pupil voice and learning walks found majority: -PPG have a better attitude to learning-  -PPG pupils feel happier and self-valued**  **-PPG enjoyed school  - PPG families feel better supported and informed** |
| **Attendance** | **Improved attendance of disadvantaged pupils  Support increased for PPG families** |

## Last set of data compared to National is ; Disadvantaged pupil progress scores for PPG pupils at our school compared to non-PPG pupils nationally for last academic year 2019 Phonics % achieving expected standard

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| **Measure** | **FSM at our school** | **National Non-PPG** |
| Yr 1 Phonics | 57.1 | 84.7 |

**Key Stage 1 (2 pupils)**

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|  | **% Meeting expected standard** | | **% Meeting greater depth** | |
| **Measure** | **FSM at our school v’s** | **National Non-PPG** | **FSM at our school v’s** | **National Non-PPG** |
| Reading | 50% | 78.6% | 50% | 28.1% |
| Writing | 50% | 73.2% | 0% | 16.8% |
| Maths | 50% | 79.3% | 50% | 21.9% |

**Key Stage 2 (9 pupils)   
  
Attainment**

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|  | **% Meeting expected standard** | | **% Meeting greater depth** | |
| **Measure** | **FSM at our school v’s** | **National Non-PPG** | **FSM at our school v’s** | **National Non-PPG** |
| Reading | 88.9% | 78% | 50% | 28.1% |
| Writing | 66.7% | 83% | 0% | 16.8% |
| Maths | 100% | 83.6% | 50% | 21.9% |
| GPS | 88.9% | 82.6% |  |  |

**Key Stage 2 (9 pupils)   
  
Average Point Scale**

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|  | **% Meeting expected standard** | |
| **Measure** | **FSM at our school v’s** | **National Non-PPG** |
| Reading | 106.4 | 105.5 |
| Writing | 107.9 | 106.1 |
| GPS | 110% | 110.5% |

**Key Stage 2 Progress (9 pupils)**

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|  | **Progress Score** | |
| **Measure** | **FSM at our school v’s** | **National Non-PPG** |
| Reading | 3.70 | 0.32 |
| Writing | -2.07 | 0.26 |
| Maths | 4.42 | 0.36 |

**\*KS1 data only had 2 pupils so not able to evaluate   
PPG pupils are below   
KS2 PPG outperformed non PPG nationally in all areas apart from Writing this will be our priority 2019-2020**

**Strategy aims for disadvantaged pupils**

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| **Measure** | **Activity** |
| Priority 1 - Phonics | Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively |
| Priority 2- Writing | To increase AfL and feedback marking for these pupils. Support provided in early Lexia sessions daily. |
| Barriers to learning these priorities address | Ensuring staff use evidence-based whole-class teaching interventions eg Education Endowment <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> |

## Our overarching objectives are to:

## Remove barriers to learning created by family circumstance and background;

## Develop confidence in pupils ability to communicate effectively within a wide range of contexts;

## Enable pupils to look after their social and emotional wellbeing through self-regulating their behaviours;

## Access a wide range of opportunities, both through school and home, to develop their knowledge and understanding of the world;

## Ensure all pupils are able to read fluently and have an understanding of the importance of the lifelong skill of reading.

## In order to achieve our objectives we will:

(This is not an exhaustive list and will evolve based on the needs of the pupils)

* Provide all staff with high quality CPD to ensure that pupils access quality first teaching;
* Provide targeted intervention and support to address immediately identified gaps in learning;
* Provide targeted intervention and support to challenge children towards achieving Greater Depth;
* Provide opportunities for families and the wider community to develop their own knowledge in order to support their children;

## Provide appropriate nurture and development opportunities to enable pupils to effectively regulate their own behaviour both within and beyond the classroom. Strategy aims for disadvantaged pupils

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| **Priority** | **Challenge** | **Mitigating action** |
| Quality of Teaching for all | Time professional development Time for interventions | Use of INSET days and additional cover being provided by senior leaders |
| Targeted support | Time for interventions CPD for staff | Use AfL Scaffolding within lessons More support in class  Lexia morning club Recruit additional staff After school tutoring |
| Wider strategies | Engaging the families facing most challenges Support financially  Support well being  Support Attendance | Working closely with the LA and other local schools on cross-school outreach programme |

## Priorities for current academic year

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| **Aim** | **Target** | **Target date** |
| Progress in Phonics | Achieve national expectation in phonics | June 2023 |
| Progress in Writing | Achieve national average expectations in KS2 Writing | May 2023 |
| Wellbeing | Parents are supported finacially | July 2023 |
| Attendance | Improve attendance of disadvantaged pupils to LA average (98.5%) | July 2023 |

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| **Planned expenditure** | | | | | |
| **Academic year** | **2022-2023** | | | | |
| **i. Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To continue to build on the proportion of PPG children making good or better progress in all subjects across KS1/2 | School employs a High Level teaching assistant to work in Y5 and an additional highly trained Teaching Assistant to work across both KS1 and KS2 to provide bespoke targeted interventions as and when required.  Focused grouping Quality first teaching Intervention groups Staff training | Data analysis shows that increasing the number of children making good or better progress is a whole school target. Focusing on pupils eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers.  Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups will, and address any areas of misconception rapidly.  Immediate feedback and marking allows children to make accelerated progress. | On-going training for all staff Booster groups data monitored half-termly  Pupil Progress Meetings Teacher and TA observations Planning monitoring  Book scrutiny  Part of the SIP – reviewed regularly by SLT | SLT  All staff | Termly |
| **Total budgeted cost** | | | | | **35,000** |
| **ii. Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To accelerate progress of all PPG pupils | School employs a HLTA to work in Yr5 and an additional Teaching Assistant to work across both KS1 and KS2 to provide bespoke targeted | Data for PPG pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Some pupils need targeted support to diminish differences and to have individual support matched to their needs. | On-going training for all staff Booster groups data monitored half-termly  Pupil Progress Meetings Teacher and TA observations Planning monitoring  Book scrutiny | SLT | Termly |

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|  | Focused grouping Quality first teaching Intervention groups Staff training | In school data, showed positive progress measures where additional support and interventions were implemented.  The data for PPG pupils shows they must continue to make accelerated progress to diminish the differences with all pupils nationally. | Part of the SP – reviewed regularly by SLT |  |  |
| To increase % of pupils reaching required standard for Y1 Phonics  Screening Check | Teaching Assistants have been up skilled to offer further support in this area. | Short regular sessions additional to normal teaching.  One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching. | Support from HfL  Regular assessment and review of progress  Regular review of targeted pupils | SLT | Termly |
| **Total budgeted cost** | | | | | **Costed above** |
| **iii. Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| To give targeted social and emotional support to those eligible for the PPG and their families.  To provide specialist provision to support pupils with emotional, social and/or behavioural difficulties allowing them to maximise their efforts on learning in the classroom | Family Support (BCW) to provide targeted and bespoke support to children and families.  Parent and pupil support worker to provide play therapy and Drawing and talking therapeutic provision by continuing: strategies such as Nurture Group, Lego Therapy and Social Skills group. | The Family Support Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.  Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning- either before school or lunchtimes.  Teachers have reported children return to class ready to learn. | The Family Support Worker is line managed by BCW their annual report will evidence impact.  Weekly feedback from Parent Pupil Support  SENCO to provide impact reports after sessions of Nurture/Lego Therapy | DSP’s BCW  SENCO  Parent/  Pupil Support  (Mrs Byrne) | Termly |

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|  |  | Seek evidence from other professionals  e.g. Educational Psychologist/ CAHMS for noted impact. |  |  |  |
| The attendance of PPG children improves. Increased attendance rates for pupils eligible for PPG. Reduce PA level of PPG pupils | Regular meetings with AIO. Sending letters, liaising with the AIO sending penalty notices etc.  HT to become involved with families whose attendance falls below 95% and offer the families a clinic explaining the detrimental effect of missing school. Mrs Byrne to meet with family to offer support signpost to support. | When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.  Children enjoy receiving awards and will often try harder when an award is being offered. | Attendance will be monitored weekly  Particular attention will be given to PPG children  Any absence will be addressed immediately.  Regular meetings with AIO | HT | Weekly |
| **Total budgeted cost** | | | | | **18,0000** |

**Review of expenditure**

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| **Previous Academic Year 2021-22** | |  |
| **i. Quality of teaching for all** | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils  not eligible for PP, if appropriate. |
| To increase the proportion of PPG pupils securing GDS in Reading Writing and Maths across KS1. | School employs a qualified teacher to work in both KS1 and KS2 to provide bespoke targeted interventions. |  |
| To continue to build on the proportion of PPG children making good or better progress in all subjects across KS1/2 | School employs a qualified teacher to work in both KS1 and highly trained Teaching Assistants KS2 to provide bespoke targeted interventions |  |
| **ii. Targeted support** | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. |
| To accelerate progress of all PPG pupils | School employs a qualified teacher to work in both KS1 and highly trained Teaching Assistants in KS2 to provide bespoke targeted interventions |  |

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| To increase % of pupils reaching required standard for Y1 Phonics Screening Check | School employs a qualified teacher to work in KS1.  Teaching Assistants have been up skilled to offer further support in this area. |  |
| **iii. Other approaches** | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. |
| To give targeted social and emotional support to those eligible for the PPG and their families.  To provide specialist provision to support pupils with emotional, social and/or | Family Support (BCW)  To provide Play Therapy: a Nurture Group, Lego Therapy and Social Skills group. |  |
| To provide additional extra-curricular opportunities for PPG children. | Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities. | strategy proved to be successful, providing PPG pupils with a wide range of cross curricular activities increasing their ‘cultural  capital’ and broadening their life experiences. |
| The attendance of PPG children improves. Increased attendance rates for pupils eligible for PPG. Reduce PA level of PPG pupils | Regular meetings with AIO. Sending letters, liaising with the AIO sending penalty notices etc. HT to become involved with families whose attendance falls below 95% and offer the families a clinic explaining the detrimental effect of missing school. |  |

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