

Pupil premium strategy statement - Dallam Community Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2021 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	Dallam Community Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -27 Year 1 of 3
Date this statement was published	30.12.24
Date on which it will be reviewed	01.12.25
Statement authorised by	Amanda Downey - Headteacher
Pupil premium lead	Vikki Horner – Deputy Headteacher
Governor / Trustee lead	Donna Kendal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199,800

Part A: Pupil premium strategy plan

Statement of intent

At Dallam Primary School we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined that every child should be given the chance to realise their full potential and make good progress, irrespective of their background. We want all our children to be resilient and ambitious so that they are able to seize every positive opportunity that presents itself to them. As a school we recognise the impact that factors of deprivation can have on a child's progress and attainment within school and are fully committed to overcome any barriers presented in order to accelerate progress of individuals and ensure that each child can fulfil their true potential and compete favourably with their peers as they move on to the next stage of their education.

At the centre of our strategy is high quality teaching and learning, with a focus on the specific areas in which disadvantaged pupils require the most support. Evidence shows that this has the greatest impact on outcomes for disadvantaged pupils, whilst also benefiting the non-disadvantaged children in our school.

Our approach will be responsive to both common challenges and individual needs, ensuring that teaching and learning opportunities meet the needs of all of the pupils through:

- An emphasis on high quality first teaching and high expectations for all
- Fostering independence skills so that children take responsibility for their own learning
- A stable, consistent school environment where children feel safe
- All school staff being involved in school improvement – a drive and capacity to continually improve through school development planning and self-evaluation
- A comprehensive catch-up and tutoring programme for children who have been adversely affected by the pandemic
- Use of research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations show that oral language skills and vocabulary for disadvantaged children in EYFS are significantly lower than their peers. This impacts the number of children achieving the ELG in reading and writing and then attainment in subsequent years.
2	Historically, our attendance data indicates that attendance among disadvantaged pupils has been lower for disadvantaged pupils than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been particularly impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
4	<p>Our detailed knowledge of our families leads us to believe that many of our children who are eligible for pupil premium have experienced difficult home learning environments, trauma or other challenges at home. This reduces their emotional resilience and can cause them to fall behind.</p> <p>Teacher referrals for support have markedly increased since the start of the pandemic. 32 pupils (26 of whom are disadvantaged) currently require additional support with social and emotional needs (2024-25).</p>
5	<p>A significant proportion (57%) of the children on our SEND register are eligible for Pupil Premium funding. These children have specific learning needs such as dyslexia.</p>
6	<p>Our detailed knowledge of our children leads us to believe that many who are eligible for Pupil Premium do not have access to the wide range of enrichment experiences that their peers do.</p>

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
Improved oral language skills for disadvantaged EYFS pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This results in approximately 70+% of children achieving GLD in speaking in 2026-27.
Improve the % of children attaining reading and writing GLD at the end of Reception.	Assessment outcomes in 2026-27 show that more than 65+% of disadvantaged pupils met the expected standard in comprehension, word reading and writing.
Increase the number of PP children attaining greater depth in writing at the end of KS2.	The number of disadvantaged pupils attaining greater depth in writing is increased by 2026-27.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026-27 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils is broadly in line with or above national data and the attendance gap between disadvantaged pupils and their non-disadvantaged peers remains less than 0.5%.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent is broadly in line with or lower than national data and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.
To improve positive mental health and well-being, particularly for our disadvantaged pupils and their families.	<p>Reported improved levels of wellbeing year on year demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a reduced number of pupils referred to the Mental Health Support Team
Children who have a specific learning need will have strategies in place to enable them to make good progress from their individual starting points.	Pupils who are performing below the expected standards and are identified as SEND, make good progress as measured using Boxall and B-squared assessments

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: £53,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD <u>Teachers</u> Attention Autism Training EBSA Training Oracy project</p> <p><u>TA's</u> EBSA Training, Access to ongoing National College CPD</p>	<p>The EEF Guide to the Pupil Premium published in Autumn 2021 makes it clear that effective teaching is the key ingredient for making a difference for all pupils.</p> <p>EEF Guide to Pupil Premium Autumn 2021</p>	1, 3, 5
Embed new spelling and writing programme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 3, 5

<p>across KS1 and 2 (Pathways to Spell/Write) to build on strong phonics teaching and ensure outcomes are improved in writing.</p>	<p>Explicitly teaching spellings and providing pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques.</p> <p>This report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Further strengthen the curriculum to ensure it meets the needs of all pupils. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	<p>1, 3, 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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 as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 5</p>
<p>Improve the quality of teaching and learning across school by taking part in the 'Unleashing Greatness' programme.</p>	<p>An increased focus on improving teaching and learning will allow the quality of provision to improve further.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	<p>1, 3, 5</p>
<p>Employ additional TA's to support teaching and learning across EYFS to ensure that high quality provision across vocabulary, language, talk and social communication skills and early numeracy.</p>	<p>A number of studies show the benefits of trained teaching assistants supporting both oral language and early reading skills and early numeracy and literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	<p>1, 3, 5</p>

<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches>

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

Budgeted cost: £68,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and/or 1:1 support from a specialist SEND teacher and a L4 TA.	<p>Providing additional support that is targeted at a pupils individual needs can be an effective way to support low attaining pupils.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 5
Delivering 1:1 speech and language sessions in EYFS by specialist Speech and Language Teaching Assistants.	<p>Oral language interventions can have a positive impact on pupils' language skills. There are positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF Evidence Review Early Language Interventions 2017</p> <p>EEF Early Years Toolkit Speech and Language Approaches</p>	1, 3, 5
Providing school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 5

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

Budgeted cost: £78,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Strategic Attendance Lead to work with individual families to improve attendance and embed principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>This guidance from the DfE has been informed by engagement with schools who have significantly reduced their persistent absence levels.</p>	<p>1, 2, 3, 5</p>
<p>Employ a Family Liaison Lead to provide support to families, including referrals for early help and to the Mental Health Support Team for individual children struggling with their mental well-being; providing individual children with support through 1:1 Time to Talk sessions; provide bespoke support to families.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>DfE Guidance Promoting Children and Young People's Mental Health and Well Being</p>	<p>4</p>
<p>Provide opportunities for adventurous activity days for those children identified as requiring extra support using our school's mental health and well-being pathway and provide a wide range of subsidised educational visits for all children.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>It is widely recognised that when used effectively outdoor learning can be used to enrich learning, enhance school engagement and improve pupil health and wellbeing.</p> <p>Curriculum-based outdoor learning for children aged 9-11</p> <p>Muddy Hands Report 2018</p>	<p>2, 6</p>
<p>Employment of additional TA to support individual cohorts where a specific behaviour</p>	<p>The EEF Improving Behaviour in Schools Guide states that explicitly teaching learning behaviours reduces the need to manage poor behaviours,</p>	<p>4</p>

<p>need has been identified.</p>	<p>that teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.</p> <p>For pupils with more challenging behaviour, the approach should be adapted to individual needs and schools should use targeted approaches.</p> <p>Improving Behaviour in Schools Guide</p>	
<p>Provide further opportunities for KS2 children to learn to achieve the KS2 national curriculum expectations for swimming skills.</p>	<p>It is widely recognised that regular physical activity has a positive influence on children’s emotional health and well being. Our children live close to a body of water so basic swimming and water safety skills are vital. Typically our children do not attend private swimming lessons outside school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3, 6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £199,800

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 **2023 to 2024** academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023-24 academic year using key stage 2 performance data, phonics screening results and our own internal assessment data.

End of EYFS assessments indicate improved oral language among disadvantaged pupils. This resulted in 67% of children achieving GLD in speaking in 2023-24. There does still remain a gap between our disadvantaged and non-disadvantaged pupils so this area will remain a key focus for the next three years.

Assessment outcomes at the end of EYFS for 2023-24 show that 58% of disadvantaged pupils met the expected standard in comprehension, word reading and writing. This is an increase 22% in both reading and writing since this 3 year strategy was written (2020-21), however is just below our target of 60%. In the year 2023-24 there still remains a gap of between our disadvantaged pupils and their peers in comprehension and word reading, however our disadvantaged pupils attained higher than our non-disadvantaged pupils in writing.

In the phonics screening check in 2023-24, 71% of disadvantaged pupils met the expected standard. This is above the national average of 68% of pupils in this group. There still remains a small gap between our disadvantaged and non-disadvantaged pupils.

At the end of KS2 in 2024, although there remains a gap between our disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths this group performed at or above national averages for all children (reading 83% compared to national data of 74%, writing 72% compared to 72% nationally and in maths 83% compared to 73% nationally).

In the year 2023-24, disadvantaged pupils' attendance was higher than our non-disadvantaged pupils (93.9% compared to 93.8%). However these figures remain below national data (94.1%). Persistent absence amongst our disadvantaged pupils remains significantly higher than their peers (15% compared with 2%) at the end of 2023-24. Although we have seen an improvement in our attendance for this group of children over the last three years, attendance remains one of school's key priorities.

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
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This includes:

- provision of free breakfast club places specifically for disadvantaged children. These places have been partially funded by The Greggs Foundation.
- Early adoption of the DfE breakfast club scheme.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be targeted, encouraged and supported to participate each term.
- continued redevelopment of our school's outdoor areas so that areas for learning outside are maximised, which are currently under-utilised. Access to high quality outdoor learning has a high impact on children's mental well-being and their behaviours for learning.

Planning, implementation, and evaluation

In planning and reviewing our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use this through the implementation of activities. We have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.