



Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium 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	Dormansland Primary
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	20 = 10%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mark Cook and Faye Davies
Pupil premium lead	Mark Cook and Faye Davies
Governor lead	Liz James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,040
Recovery premium funding allocation this academic year	£3,045
Pupil premium funding carried forward from previous years	£0
National School-led Tutoring Grant	£4,698
Total budget for this academic year	£40,783

Part A: Pupil premium strategy plan

Statement of intent

The targeted and strategic use of Pupil Premium supports us in achieving our aspirations for Pupil Premium children. In using the Premium at Dormansland Primary School, we will adhere to the following principles:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

There are many potential barriers to the under-achievement of Pupil Premium children. This may include a lack of educational support or ambition from home or an absence of funds to pay for enriching trips or experiences. Pupils may feel socially isolated because they are not receiving the same opportunities or experiences as their peers. There may be additional issues or wide a range of specific, complex factors that affect each individual. Our aim is to know each individual and their circumstances to make the best provision for them based on this knowledge.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

As a small school, with relatively low numbers of Pupil Premium, we are able to truly act on the needs of each child. Whilst there are some common themes in terms of identified need, there are also more specific needs for individual children. As such, our planning for funding does change throughout the academic year as we respond to the needs arising.

Challenges

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

Challenge number	Detail of challenge
1	Emotional support - Pupils unable to self-regulate and manage emotions, when entering school and during the school day, in an age appropriate way.

2	Socio-economic gap - the school is situated in a socially advantageous area but the socio-economic gap between disadvantaged pupils and others is wide.
3	Cultural capital - disadvantaged pupils often do not have access to the same opportunities due to cultural capital.
4	Catch-up - there are some disadvantaged pupils who need to catch-up so that they are working at age-related expectations.
5	Engagement- Parental support and engagement

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 children to be more emotionally resilient, to self-regulate and manage emotions in appropriate way and to able to tackle new challenges, both in their learning and wider life, with increasing confidence Pupils are able to self-regulate and manage emotions in appropriate way.	In house ELSA data demonstrates progress in children's resilience as learners and identified gaps in learning are reduced. Class teachers dedicate time to really knowing the children in their class
Pupil Premium pupils make equal or greater progress than non-Pupil Premium pupils.	The gap between the progress of Pupil Premium and Non-Pupil Premium pupils to be closed. This will be evidenced through the use of internal teacher assessments. Children accessing and making progress in targeted interventions. Priority feedback and marking for PP children to support progress. Workshops for parents, run by subject leaders, on how to support their children at home, with PP parents individually invited.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.	Increase attendance of PP pupils at: <ul style="list-style-type: none"> • Extra-curricular clubs. • Educational trips. • Residential journeys.
Achieve expected progress or better in Reading, Writing and Maths.	Children's academic outline reflect, at least, their last end of key stage potential
Greater parental engagement with the school, to address concerns quickly and support parental learning and knowledge of their child's educational journey.	Parents will confidently engage with the school and become a contributing part of the school community. School easily contacted by email, phone and face to face.

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
ELSA supervision costs	Evidence provided by EEF highlights the importance of Social and emotional learning, as demonstrated in the case studies provided in their guide (EEF 2020).	1,2,5
CPD time given to teachers to support professional development.	Evidence provided by EEF highlights the importance of CPD, as demonstrated in the case studies provided in their guide (EEF 2020).	2,3,4
Training for SNAs/TAs	Evidence suggests effective working between teachers & TAs, as well as use for targeted interventions 1:1 and in small groups, have the greatest impact. Providing clear strategies to support TA work in class will give support and guidance toward achieving most effective use of TA class time. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3,4

Budgeted cost: £

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional teaching support in class for disadvantaged pupils.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average (EEF 2020).	1,2,3,4
Provide ELSA support sessions for disadvantaged pupils.	Government advice and guidance regarding Pupil Premium states: You should also develop an understanding of any non-academic challenges e.g. mental health.	1,2,4,5
Expansion of focused nurture teaching	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Trauma-aware practice in schools: Brooks, Whitaker, Haskins, Bomber, Geddes <i>et al.</i>	1,2,4
Nessy	Data evidence 2022-23	2,4

Budgeted cost: £

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide financial support for disadvantaged families to assess a range of offsite trips and experiences.	Outdoor adventure learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might be able to access. The application of noncognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF 2020).	2,3,5
Provide an accurate tracking assessment system.	Evidence indicates that embedding assessment practices can be effective, delivering approximately two additional months' progress on average (EEF 2018).	4
Provide extracurricular sport provision for disadvantaged pupils before, during and after school	Ensuring disadvantaged pupils have access to ensure physical wellbeing during several points of the school day https://www.nhs.uk/livewell/exercise/exercise-health-benefits/ Creating an ethos of inclusion where all are welcome when running extra-curricular clubs will raise participation and engagement of pupils (EEF 2020).	3,5
Provide school uniform for disadvantaged pupils.	Wearing a uniform can develop the school ethos and improvement of behaviour and discipline (EEF 2020).	1,2,3,5

Budgeted cost: £

Total budgeted cost: £

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

EYFS - 1 child

Attainment data	PPG Expected+	NON PPG Expected+
ELG	100%	67%

KEY STAGE 1 - 5 children

Attainment data	PPG Expected+	NON PPG Expected+
Reading	80%	77%
Writing	60%	67%
maths	100%	90%

KEY STAGE 2- 4 children

Attainment data	PPG Expected+	NON PPG Expected+
Reading	75%	91%
Writing	75%	77%
maths	50%	77%

Teaching - Activity	
<p>This year we have had an increased number of children accessing our ELSA provision. An increased number are reluctant to enter school and are requiring time to self-regulate on entry to school. Our ELSA is on the gate in the mornings to welcome children into school, providing support for children and parents. Our ELSA team met regularly with individual families to support in parenting and providing strategies to support at home.</p> <p>Our Pupil Premium children have continued to thrive in school, Pupil progress meetings ensure this group are carefully tracked, the children's learning journeys are discussed and specific gap analysis carried out by staff. Progress has been made and our Pupil Premium children out performed non-Pupil Premium children in writing in key stage 1 and 2.</p> <p>Quality first, adaptive teaching has had a positive impact on children's resilience, small nurture groups has supported identified children in developing their positive learning behaviours.</p>	

Externally provided programmes

Programme	Provider
Nessy	Pearsons
Timetables rock stars	Maths Circle
Spelling shed	Education Shed

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Pupils received similar support to Pupil Premium and accessed additional support in class and financial support for Amigos if needed.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in emotional self-regulation amongst service children.