

Pupil premium strategy statement – Dormansland Primary school 2024-25

This statement details our school's use of pupil 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	194
Proportion (%) of pupil premium eligible pupils	10.31%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mark Cook and Faye Davies
Pupil premium lead	Faye Davies
Governor / Trustee lead	Keith Coleman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,210
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£30,210

Part A: Pupil premium strategy plan

Statement of intent

Our aims:

The targeted and strategic use of pupil premium will support us in enabling every pupil to reach their full potential by

- Assuring the best possible learning experiences in the classroom.
- Having targeted interventions designed to support those who have fallen behind and those with a specific need.
- Offering a rich and varied experience, both within and beyond the curriculum, to engage and motivate pupils.

Our objectives:

- To close the gap in attainment for PP pupils in core subjects.
- To improve independence and develop social skills and mental well-being.
- To provide opportunities to develop potential and participate in all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
2	Social and emotional issues resulting in low confidence and self-esteem which affects behaviour for learning and a family's ability to support learning.
3	Attendance: Some pupil's attendance is low which will impact on their learning.

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
<p>Progress in reading, writing and maths. Targeted PP pupils who were at ARE at end of Sum 2024 to achieve ARE Of those PP pupils who were below ARE at end of Sum2024, to make accelerated progress to close the gap.</p>	<p>Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions.</p> <p>All PP children to achieve in line with the national average including more PP pupils to achieve in line with their peers at both ARE and GDS</p>
<p>Phonics Targeted pupils to achieve 100% pass in the phonics check.</p>	<p>Conduct baseline phonics assessments for all pupils in YR-2 and those in KS2 who did not pass the check previously as well as any new starters who have not taken the check.</p> <p>Analyse data from phonics baseline and identify children that need additional support in phonics.</p>
<p>Improving whole school attendance including disadvantaged pupils. Ensuring a high level of parental engagement with their child's learning.</p>	<p>Family Support Worker to work with children and families who have ongoing attendance issues and persistent absences.</p> <p>Family Support Worker to offer reassurance and reintegration back into school.</p>
<p>Children participate in a range of extra – curricular and enrichment activities.</p>	<p>Range of extra-curricular and enrichments activities on offer for all PP children.</p> <p>Termly monitoring of PP children engaging in the activities.</p>
<p>Offer a wide range of parent workshops to engage parents in their children's learning and the wider community.</p>	<p>Range of parent workshops in a variety of subjects for parents.</p> <p>Monitor PP children parents' attendance.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

The strategy, as set out in the July 2020 by the EEF, is:

The approach is focused upon three key strands:

- Great Teaching and whole school strategies, ‘Quality First Teaching’ at the heart
- Targeted support
- Wider strategies

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all new staff have received training to deliver BugClub Phonics scheme effectively. Cost – staff meeting time	EEF toolkit. Bugclub	2
To complete Nuffield Early Language Intervention (NELI) with identified pupils in reception. Cost 2x EYE 1 hour a day each week	EEF toolkit.	2
Ensuring teaching staff are trained in order for staff to embed identified interventions for targeted children. Cost – Staff meeting time	EEF toolkit Quality First teaching EEF guide to the effective use of Pupil premium funding.	2
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.	2/3

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	
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).	2

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

Budgeted cost: £29,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil progress meetings half termly carried out to identify focus areas of the curriculum in reading, writing and maths for PP children. Cost –release time	EEF Toolkit “High quality assessment is essential to great teaching. It can help to monitor pupil progress, particularly as they reestablish classroom routines and recover any learning loss.” EEF July 2020	2
Adapt planning to ensure differentiation and provision for PP children. Cost – PPA time	EEF Tool Kit. EEF Guide to Pupil Premium EEF Guide to supporting School Planning: A Tiered Approach 2020-21 ‘School plans that address high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go onto to succeed in the academic year ahead.’	2
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).	2
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.	2/3
Nessy	Data evidence 2022-23	2

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

Budgeted cost: £4,152

Activity	Evidence that supports this approach	Challenge number(s) addressed
To target those children requiring support for social skills, self-esteem and positive behaviour with a 'drop in' Time To talk session. ELSA to support emotional development.	EEF Tool Kit EEF Guide to Pupil Premium Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.	2/3
To provide parent workshops to support families with strategies to support their children at home with their learning and social and emotional well being. Cost: Staff meeting time/PPPA	EEF Tool Kit EEF Guide to Pupil Premium Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement. Attendance of pupils will be monitored by leaders so that support for families where required can be given prior to implementing more punitive measures	2/3
To target those children requiring support for social skills, self-esteem and positive behaviour, counselling and mental health. To provide support in class full time for the identified children through the ELSA	EEF Tool Kit EEF Guide to Pupil Premium Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.	2/3
To create positive links with families with the Family Liaison Worker. To increase attendance and participation of target children in lessons. Cost of Family Liaison Worker	EEF Tool Kit EEF Guide to Pupil Premium Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.	2/3

<p>To ensure all children experience extra-curricular enrichment activities and trips in order to boost social development, improve learning skills, foster team working, build life skills, underpin better behaviour, encourage creativity.</p>	<p>EEF Tool Kit EEF Guide to Pupil Premium</p> <p>Effective communication with parents will play a vital part in linking the school to the home, particularly in relation to any future localised lock downs. Plan and review all channels of communication to ensure these impact sufficiently upon pupils and wider engagement.</p>	<p>1</p>
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Total budgeted cost: £34,454

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>EYFS - 0 children</i>		
<i>Attainment data</i>	<i>PPG Expected+</i>	<i>NON PPG Expected+</i>
<i>ELG</i>	<i>% NA</i>	<i>% NA</i>

<i>KEY STAGE 1 - 2 children</i>		
<i>Attainment data</i>	<i>PPG Expected+</i>	<i>NON PPG Expected+</i>
<i>Reading</i>	<i>50%</i>	<i>75%</i>
<i>Writing</i>	<i>50%</i>	<i>67%</i>
<i>maths</i>	<i>0%</i>	<i>79%</i>

<i>KEY STAGE 2- 20 children</i>		
<i>Attainment data</i>	<i>PPG Expected+</i>	<i>NON PPG Expected+</i>
<i>Reading</i>	<i>55%</i>	<i>89%</i>
<i>Writing</i>	<i>50%</i>	<i>77%</i>
<i>maths</i>	<i>65%</i>	<i>82%</i>

This year, we have experienced an increase in the number of children accessing our ELSA provision. A significant number of children have displayed reluctance to enter school and require time to self-regulate upon arrival. In response, our ELSA is stationed at the school gate each morning, providing essential support to both children and parents. Furthermore, the ELSA team has maintained regular meetings with individual families, offering parenting guidance and strategies to support children at home. Through regular pupil progress meetings, this cohort is carefully monitored.

Quality first, adaptive teaching has had a positive impact on children’s resilience, small nurture groups supported identified children in developing their positive learning behaviours.

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention (NELI)	NELI
Nessy	
ELSA – Emotional Literacy Support Assistants	Training provided by LBHF EP service