

## Pupil premium strategy statement

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	Dilton Marsh CEVC Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	17/183 – 9.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Jill Hibbs
Pupil premium lead	Lucy Bown
Governor / Trustee lead	Hilary Fairfield

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,830
Recovery premium funding allocation this academic year	£ 2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<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	£ 29, 150

## Part A: Pupil premium strategy plan

### Statement of intent

Closing the attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. As we continue to recover following the Covid-19 pandemic, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. That said, we know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners. In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of “preparing young people for their world” in their time which also serves as our ultimate objective for our disadvantaged learners, as for all. Never has this been more important.

We recognise that there are rarely quick fixes. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our learners to grow and develop as individuals ready for the world can optimise success. To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas with focus on the achievement of children and young people from disadvantaged background as a priority.

### Challenges

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

Challenge number	Detail of challenge
1	The gap between the attendance of learners who fall into the FSM6 group and their non-FSM6 peers is 3.7%. This creates gaps in knowledge due to how much schooling is missed. The challenge lies in encouraging better engagement and attendance for key individuals whilst also catching up on missed learning. 50% of our PA children are in receipt of FSM.
2	Learners from disadvantaged backgrounds do not write as well as their peers. This is indicated by the standardised scores on end of year teachers assessment. 56% of our disadvantaged children do not meet national standards. This impacts on access to the rest of the curriculum and their ability to learn independently.
3	42% of our disadvantaged learners have SEN needs. 11% have an EHCP in place. They do not make adequate progress to reduce gaps. This group require additional support to remain engaged in their education.
4	The Curriculum needs to fully meet the needs of disadvantaged learners.
5	Parental engagement is limited in our Disadvantaged group. 50% do not receive regular, high-quality support for reading and homework.

## 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
By the end of July 2024, the attendance of learners in the FSM6 category will have improved.	<ul style="list-style-type: none"> <li>The gap in attendance of FSM6 and non-FSM6 will have minimised or have closed completely.</li> <li>The school's systems for tracking attendance will be robust.</li> <li>Early intervention will be in place to support those struggling to attend school in terms of well-being and academic support.</li> <li>Catch-up programmes will be addressing gaps in learning caused by missing school.</li> </ul>
By the end of July 2024, disadvantaged learners will be achieving in line with their peers in writing/English or at least have significantly closed the gap.	<ul style="list-style-type: none"> <li>Outcomes of assessment show a progressive closing of the gap in writing/English year upon year.</li> </ul>

	<ul style="list-style-type: none"> <li>• All learners will be reading in school or home at least 4 times per week.</li> <li>• To continue to build up our 'Dilton 50' to promote a love of reading which will endeavour to have a positive impact on our writing.</li> <li>• Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this.</li> <li>• Evidence-based targeted intervention will show positive impact on progress.</li> <li>• 1:1 or group tutoring to support individuals at risk of falling behind or not closing gaps will show positive progress.</li> </ul>
<p>By the end of July 2024, SEND children will have closed the progress gap in core subjects. They will be engaged in their learning and access the curriculum and be ready for their next phase of learning.</p>	<ul style="list-style-type: none"> <li>• Teachers will be able to identify these learners and apply reasonable adjustments in the classroom to meet their needs. This will be seen on learning walks.</li> <li>• Any targeted intervention will show positive impact both academically and on wider school life.</li> </ul>
<p>By the end of July 2022, the curriculum will be reviewed to identify gaps in learning due to the pandemic and other causes.</p>	<ul style="list-style-type: none"> <li>• Curriculum mapping and lesson planning will identify where learning needs to be reviewed.</li> <li>• Use of spaced learning and retrieval techniques (crocodile box) are evident in curriculum mapping and lesson planning.</li> <li>• Opportunities to support and extend learners (especially those who come from disadvantaged backgrounds) are evident.</li> <li>• It is clear how the curriculum and teaching and learning prepares learners for their next steps.</li> </ul>
<p>By the end of July 2024 engagement of parents will have increased to 75% regularly supporting their child's learning.</p>	<ul style="list-style-type: none"> <li>• Parents of disadvantaged learners will engage in contact with school through the home school diary at least once a week.</li> </ul>

	<ul style="list-style-type: none"><li>• Opportunities to support learners with home learning is evident</li><li>• Parents of disadvantaged learners will engage in support and training to understand strategies to support their learners.</li></ul>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## 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: £ within trust training budget? £1000?

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore, prepare, develop and embed the use of “Walk Thrus” as part of instructional coaching for teachers in schools.	A set of principles written by Tom Sherrington and Oliver Caviglioli. This book has been positively reviewed by Research Schools and other commentators.	All
Use of National College training materials for teachers and leaders to extend their knowledge and practice in the classroom.	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school.  Teachers who have access to high quality CPD are more likely to stay in schools.	All

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

Budgeted cost: £ 10,000 for teacher, £500 for remainder of S&L training.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for Speech, Language and Communication Needs. Training costs plus time to deliver high quality intervention. Training was halted previously due to lockdown.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	2, 3
1:1 teacher led intervention in maths,	There is extensive evidence supporting the impact of high-quality	2,3

English and science for disadvantaged children who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £ 1200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Implement a rewards system to motivate and encourage improved attendance. Involve parents/carers. To ensure equality and help children to feel the sense of belonging. £500	Working closely with parents and carers is proven to improve engagement.	1, 5
Support with costed activities to ensure all learners have access to all the school has on offer. £500	No child misses out due to poverty.	1,3,4
Support for parents to support their children including materials to enable working at home. £200	Working closely with parents and carers is proven to improve engagement.	5

**Total budgeted cost: £ 12,700**

## 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 2020 to 2021 academic year.

Of all FSM pupils 41% of pupils met ARE at the end of the year in Reading, Writing and Maths. This is broken down into:

- 4 (57%) pupils in Year 3 achieved ARE
- 1 (100%) pupil in Year 4 achieved ARE
- 1 (50%) pupil in Year 5 achieved ARE
- 1 (33%) pupil in Year 6 achieved ARE

Of all the FSM pupils 35% of pupils met ARE at the end of the year in 2 areas. This is broken down into:

- 1 (100%) pupil in Year 1
- 3 (43%) pupils in Year 3
- 2 (66%) pupils in Year 6

### 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
Thrive	Thrive approach
National College CPD	The National College
Walk Thrus	Tom Sherrington and Oliver Caviglioli
Little Wandle	Collins in association with English Hub

### 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?	Farm School Behaviour support thrive program Interventions OT laptop 1:1 support for Friendship groups
What was the impact of that spending on service pupil premium eligible pupils?	1 pupil (50%) achieved ARE 1 pupil (50%) below ARE in all 3 areas

## Further information (optional)

In Acorn Education Trust schools, our strategy planning for disadvantaged learners is central to our whole-Trust improvement planning. Set by the Standards and Improvement Committee of Directors, the principles behind the strategy planning for disadvantaged learners are shared by all and link to the Trust improvement plan and that of individual schools. This ensures a comprehensive, holistic and robust approach to planning for the Pupil Premium.

Additional strategies in place to engage and support our disadvantaged pupils including the following:

SEN interventions including Minute a day, PATs, Speech and Language and Paired Reading.

Staff training for Subject Leader

Staff training for staff on vocabulary

After school Clubs

Breakfast Club