

Pupil premium strategy statement Sept 22 – July 23

This strategy statement gives details of how our academy uses pupil premium funding (and recovery premium for the 2021 to 2022 academic year) to help improve the attainment and opportunities of our disadvantaged pupils.

It outlines how we intend to spend the funding in this academic year and the effect that last year's pupil premium spending had within our academy.

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	Dursley C of E Primary Academy
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	56 (20.3% of academy population)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Early Years – Y6 Three Year Plan 1 st year 2022 – 2023 2 nd year 2023 – 2024 3 rd year 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	
Pupil premium lead	David Wright
Governor / Trustee lead	Neil Grecian

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,645
Recovery premium funding allocation this academic year	£ 7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Total budget for this academic year	£75,750
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Part A: Pupil premium strategy plan

Statement of intent

At Dursley C of E Primary Academy, our intention is that all our children, regardless of the challenges they face, make good progress in all areas of the curriculum. This strategy focuses on supporting disadvantaged children to help enable them to reach their potential in their learning and ensure they have rich opportunities.

A priority of our Pupil Premium Strategy is that high-quality teaching is consistently delivered across the academy. We use Pupil Premium funding to help fund CPD and to help release staff to access this. Through this, we intend that the most successful strategies and resources are implemented in every classroom through the highest standards of teaching.

For children to succeed academically, we understand that they need to feel emotionally secure, so it is vital that we also focus on the pastoral needs of our children. In addition, we understand that good attendance is vital to success. Key to these is using Pupil Premium funding to help secure effective engagement from all children, parents and carers. One example is our Breakfast Club which helps children start the day in a calm, structured space where they can be supported to socialise constructively. We also carefully monitor engagement of our disadvantaged children in our extra-curricular activities and their success in activities such as swimming, so that additional opportunities can be provided for these children to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Acquisition of phonics knowledge
3	Developing positive communications with parents
4	Effective linking of topic work to reading and our T4W approach
5	Development of our wider curriculum through focused work on the role of subject leaders
6	Wider opportunities including attainment of 25 metres in swimming by end of KS2 and development of water confidence and safety.

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.

Challenge number	Intended outcome	Success criteria
1	PP children's attainment across the core subjects shows consistent progress due to a reduction in 'learning gaps' caused by absences.	<p>Percentage of all pupils that are persistently absent falls from 18% to below 10%.</p> <p>Less PP children take holidays in term time. 43.6% of all PP were persistently absent as of June 22. This figure is at least down to 10%.</p> <p>(Families informed of need to not take holidays during term time and possible fines, in support of latest Government White Paper on attendance and new Trust attendance policy).</p>
2	PP children demonstrate secure phonics knowledge, keeping pace with peers and national expectations.	<p>PP children successfully achieve the phonics screening standard in Y1.</p> <p>1 PP child in Y2 who didn't achieve the phonics screening expected standard in Y1, successfully achieves this in the Y2 retake.</p>
3.	Parents are better informed about positive things the school are doing, helping to build bridges and reduce barriers to successful parental engagement.	<p>Children's successes are shared weekly with parents, e.g. the awarding of values leaves. Parents are invited to complete leaves about their children half termly as in the past.</p> <p>Issues with children are shared more quickly via the adoption of CPOMS. This gives us a more up to date record of issues and more rigorous sharing of information.</p>
4.	Opportunities to link foundation and core subjects enable reading and writing to embrace cross-curricular working	<p>Curriculum revised to ensure texts used in reading lessons and T4W activities are linked to our topics. This helps the children to see the purpose of these learning activities.</p> <p>PP pupils keep pace with non-PP in Reading and Writing.</p>
5.	<p>PP children are able to keep pace with the attainment and progress of non-PP children in all subjects</p> <p>Staff gain confidence in delivery of all subjects</p>	<p>Focused work on curriculum development and delivery of all subjects through subject leadership development with an awareness of PP children.</p> <p>Staff benefit from regular release time for subject development and for sharing high quality subject CPD with colleagues, building confidence across the curriculum about the learning experiences of all children, with a specific awareness of PP children and enhancing our Quality First Teaching.</p> <p>Scrutiny of children 's books always includes a sample of PP children.</p>

6.	<p>PP children consistently access school swimming sessions with additional sessions offered in Y5/6 to address any shortfall in attendance or progress. Work towards achieving the National Curriculum</p>	<p>School swimming registers show consistent attendance at sessions for PP children. Where necessary, PP funding is used to help children access these swimming lessons. This is also used to fund places on school trips if required.</p> <p>Records from instructors show PP children are progressing in line with peers with attaining 25 metres by the end of KS2. Where this isn't the case, these Y5/6 children attend additional sessions in summer term funded using PE Premium monies.</p>
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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: £1,300 for CPD, £1,800 for subject release for subject leadership work

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further developing our quality first teaching £1,800 allocated to subject leadership work on enhancing our curriculum and how it is delivered.</p> <p>Timetabled non-contact time provided for staff to develop their subject leadership. CPD opportunities then provided to develop Quality First Teaching for staff.</p>	<p>Subject delivery across the school has lacked consistency – see internal pupil data and subject leader landing page.</p> <p>Examples of this include Modern Foreign Languages and Music which are subjects requiring the development of subject-specific skills for the teachers and TAs.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	4, 5

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

Budgeted cost: £ 29,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted phonics intervention: Essential Letters and Sounds – Delivered with 1 session per day aimed at ARE. Any children with gaps</p>	<p>Introduction of ELS was initially with 2 sessions per day in EYFS/KS1 and adapted programme in Y3/4 and with specific children in Y5 in January 2022. This has accelerated acquisition of phonics knowledge. See below.</p> <p>Phonics screening figures for June 2021: Y1 78% passed (8 children did not, 3 of whom are PP) Y2 retakes in June 22 89% passed (4 children did not, 2 of whom are PP)</p>	2

<p>receive individual or small group precision probe interventions in the afternoons. Consider reducing to 1 session per day from Autumn 2.</p> <p>Targeted spelling work using elements of the Jane Considine method developed and delivered in KS2 with a focus on transferring skills from spelling lessons into all written work.</p> <p>TAs run phonics groups, creating smaller group sizes.</p> <p>Bridging the gap between a phonics-based approach in some year groups and reading and spelling irregular words in Y3/4</p> <p>TAs are used to run 8 x small group High Frequency Word interventions. This currently supports 19 children, 5 of whom are Pupil Premium.</p>	<p>Phonics screening figures for June 2022: Y1 91% passed (4 children did not, 1 of which is PP)</p> <p>Improved phonics knowledge resulting from adoption of ELS needs to impact on spelling progress in KS2.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £43,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Main Target: Improving attendance in line with Trust policy through engagement with families with children with poor attendance, particularly persistently absent children including those of PP children, to identify barriers to attendance and to develop strategies to overcome these. PP funding will continue to support attendance of pupils on trips and supply of school uniform.</p> <p>Mrs Payne is KS1 attendance lead and Mr Wright is KS2 attendance lead. Mrs Walton is the governor with responsibility for attendance.</p> <p>Breakfast club to continue for invited children.</p> <p>Nurture groups to restart as soon as possible and rolled out to KS1 as well (staff member identified who can run this following Mrs Poltock leaving – training required for this new staff member as soon as possible.)</p>	<p>As of June 2022, over 40% of our PP children were classified as persistently absent. This affects both the children’s learning and also their socialising. The impact is greater than the percentages given as continuity of learning is often lost, meaning that the day children return after an absence, their learning is often disadvantaged through missing previous lessons that led to this point in the learning cycle.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p><u>School attendance evidence from Scholar Pack, after-school club registers and Breakfast Club.</u></p>	1
Children’s successes are shared weekly	Not all families are fully aware of all the positive things happening in school or of the range of supports available for children or families. This can impact negatively on the	1, 3

<p>with parents, e.g. the awarding of values leaves. Parents are invited to complete leaves about their children half termly as in the past. House points are reintroduced. Consideration is given to systems that share positive information with families, e.g. Class Dojo. Issues with children are shared more quickly via the adoption of CPOMS. This gives us a more up to date record of issues and more rigorous sharing of information and helps avoid families being surprised by something that has happened that they haven't been aware of. New provision offered will include tea and coffee drop in sessions timetabled for first thing in the day.</p>	<p>relationship between some parents and the school and upon the attendance of children.</p> <p>Not all parents know quickly enough of things that happen involving their children that they need to be aware of. Improving this positive communication will strengthen the opportunities for families and school to work in partnership to address any issues.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Regular non-contact time provided for staff to develop their subject leadership.</p>	<p>Staff expressed concerns over the challenges of developing their subject leadership skills and ensuring their subjects were being effectively and consistently delivered.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-qualityteaching</p>	<p>4, 5</p>
<p>Identified children are offered up to 6 additional half</p>	<p>Every year there is a shortfall of children who leave the school without achieving these minimum requirements. This provision helps to minimise this issue.</p>	<p>6</p>

<p>hour swimming sessions to facilitate them achieving the minimum swimming distance of 25 metres and to help build their water confidence and understanding of water safety. (As a follow up to addressing the impact of covid, this year, all children in the school will be offered swimming sessions. Normally, only specific year groups are offered this. PE Premium will help to fund this).</p>	<p>In addition, as well as physical activity improving children's fitness levels, offering a range of sports clubs during a child's time in school can help build on their social skills and self-confidence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Parents have expressed anxiety about their children not having regular swimming lessons during the last 3 years and the possible impact this has had on water confidence, competence and understanding of water safety.</p>	
<p>Funding support for trips</p>	<p>Our focus will be to ensure that all children can access the opportunity to broaden their understanding of the world and their place within it. It also helps them develop study skills whilst also promoting their social and personal skills. This further benefits their work back at school, especially their written work.</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p>	<p>5</p>

Total budgeted cost: £46,300 plus targeted academic support costs

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 2021 to 2022 academic year.

Impact Statement

The year September 2021-July 2022 presented us with a number of changes and issues to incorporate into our working. These included barriers following the pandemic (including attendance challenges and gaps in learning for some families), the cost of living crisis, and number of changes in the school staffing.

Despite these challenges, we have come out of the year with some strong PP data. Key elements contributing to this have been:

- Weekly agenda-items in staff meetings and Leadership team meetings to discuss the needs of key children and families has helped staff to know their PP children well;
- A rigorous monitoring process for our core subjects has helped us deliver high-quality CPD and has strengthened our Quality First Teaching;
- The adoption of Essential Letters and Sounds Phonics (ELS) across Early Years and Key Stage 1, with elements adopted for lower KS2 and identified individual children in upper Key Stage 2 has developed rigour in our coverage of this key area, supported by timetable changes. Phonics screening figures as % of children reaching the accepted standard are:

Y1 91% passed (4 children did not, 1 of which is PP)

Y2 retakes 90% passed (4 children did not, 2 of which are PP)

Context statement

Total pupil premium funding £71,289

Recovery premium funding £7,105 as 4 x £1,776.25

What we did	Additional costs (Other staffing costs apply)	Impact incl data	Provision for Sept 21 – July 22
<p>Delivered Essential Letters and Sounds phonics programme (ELS) from EYFS to Y2 with CPD for staff to ensure consistent delivery. Catch up programme in Y3/4 delivered using ELS as a basis.</p>	<p>£990 initial cost £2,160</p>	<p>Y1 91% of children passed phonics screening (75% of PP children passed) compared to 78% in previous year. Y2 retakes 90% of children passed phonics screening retakes compared to 86.2% in previous year. (78% of PP children have now passed – 2 children haven't).</p>	<p>ELS was trialled in late November and December 2021. This highlighted the need for 2 sessions of phonics per class per day in EYFS and KS1 to take up shortfall in pupil knowledge and understanding. Embedded practice occurred across the school from Spring 2022. We have now moved to 1 session of phonics per class per day.</p>
<p>Monitoring of delivery of the Dursley T4W process used to identify inconsistencies.</p> <p>Peer support and support from English coordinator used to address these inconsistencies.</p> <p>Adoption of Jane Considine spelling approach used.</p>	<p>£2,160 £6,480 £189</p>	<p>End of KS2 assessment results:</p> <p>Reading: 64% (20% of PP children =1/5)</p> <p>Writing: 51% (40% of PP children =2/5)</p> <p>Maths: 59% (40% of PP children =2/5 though 1/5 greater depth)</p>	<p>Process followed with increasing consistency. Scaffolding offered to children when writing helped less confident children structure their writing in a range of genres. They can also increase the amount of content so their writing then becomes more independent.</p> <p>We expect to see the benefits of these changes coming through in the next 2 years.</p>
<p>Delivered 6 additional swimming sessions to children who hadn't</p>	<p>Total cost for 6 sessions for the group:</p>	<p>Of the 32 children who took part in these sessions, 15</p>	<p>Sessions were run in the Spring Term. Priority was given to PP children and</p>

<p>successfully achieved 25 metres in swimming in Y5/6 or who were especially anxious in water.</p>	<p>£549 (with 3 instructors for small groups)</p>	<p>achieved their 25 metres (47%).</p> <p>Of these, 33% of PP children achieved their 25 metres and 100% of PP children were recognised by the instructors as having significantly gained in water confidence and water safety awareness.</p>	<p>the cost of the sessions was funded using PP money.</p>
<p>Vulnerable groups team meetings to update latest needs for these children and their families and prioritise support.</p>	<p>£990</p>	<p>Agencies contacted and the right support secured as quickly as possible. Joined-up thinking helped strengthen staff understanding of these families on a need to know basis.</p>	<p>Team usually met half-termly but more often in response to increased need for a family.</p>
<p>Profile created for disadvantaged children to help staff know the specific needs and experiences of these children. Support could then be more effectively tailored to these needs. Profile used to aid robust transition process.</p>	<p>£300</p>	<p>Social and emotional targets in My Plans had increased focus – children identified for work in the Nurture Group. Increase in number of children attending Breakfast Club. Reduction in number of children arriving late each day.</p>	<p>Profile has enabled a more holistic consideration of pupil and family needs including a focus on social and emotional needs to sit alongside learning needs and also attendance needs.</p>

Ran Breakfast Club Provided milk for children	Staffing cost: £3,000 Fair Share cost: £1,850 Cool Milk: £450	Children attending breakfast club overall show reduction in number of lates (16 lates less) and improvement in attendance (+0.4%) over seasonal term	Breakfast Club ran with numbers of children invited increasing.
Trips costs covered for PP children when required	£200		
Budgeted cost breakdown:	Quality of Teaching	£8,760	
	Targeted academic support	£24,000	
	Wider strategies	£45,597	
	Total	£78,357	

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
None	-

Service pupil premium funding (optional) **None**

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?	-
What was the impact of that spending on service pupil premium eligible pupils?	-

Further information (optional)

Pupil voice and staff voice to be gathered shortly before February half term 2023.