

# Dinnington First School

## Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Metric	Data
School name	<b>Dinnington First School</b>
Pupils in school	242
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£38,780
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025 (three year plan)
Publish date	01 December 2022
Mid Review date	01 April 2023
Review date	01 December 2023
Statement authorised by	Caroline Ash
Pupil premium lead	Richard Donnelly
Governor lead	Jill Davidson

Detail	Amount
Pupil premium funding allocation this academic year	<b>Dinnington First School</b>
Recovery premium funding allocation this academic year	£38,780
Pupil premium funding allocation this academic year	£5,545
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£44,325

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high-attainers. We also strive to improve their cultural capital and expose children to a wide range of experiences available to them from both the city and countryside that border our community.

We will consider the challenge faced by vulnerable pupils, such as social, emotional or psychological barriers learning as a result of their circumstances. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our Ultimate Objectives are:

To ensure that our disadvantaged children achieve results in reading, writing and maths that are in line with their non-disadvantaged peers.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress for their disadvantaged peers. This will include closing the gap caused by school closures for all pupils but specifically for disadvantaged and vulnerable children.

We assess, plan and teach to meet individual needs and do not make assumptions about the impact of disadvantage. To ensure our methods are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Scaffold learning effectively to ensure all children achieve good outcomes
- Support is provided to enhance their social and emotional wellbeing where needed.

## Challenges

Challenge number	Detail of challenge
1	Some disadvantaged pupils have lower attainment in reading than their non-disadvantaged peers. This often stems from poorer phonetic knowledge and lack of fluency / speed.
2	Some disadvantaged children have lower attainment in writing than non-disadvantaged. In particular spelling of common words, fluency in handwriting and a more limited vocabulary. Monitoring shows that this is likely to be accompanied with lower attainment in reading often due to lack of engagement with reading at home.
3	Some disadvantaged children have lower attainment in mathematics than non-disadvantaged. Monitoring shows that this stems from lack of early fluency in the basics of mathematics.
4	Children face a range of challenges both socially and emotionally and this impacts negatively on their ability to learn, their attainment and progress. School closures have most significantly impacted disadvantaged children. There has been an increase in the numbers of families expressing concerns about anxiety themselves and in their children which has affected behaviour, routines and in turn attainment (and attendance).
5	Disadvantaged children in Dinnington may not receive the life experiences of non-disadvantaged pupils. Access to extra-curricular activities are extremely limited in the village and families may need additional support to take advantage of the school curriculum offer.
6	Dinnington is in the lowest centile on the IDACI index for health. Disadvantaged pupils are more at risk of a limited / poorer diet which may negatively impact on their concentration and behaviour and capacity to retain information. Additional food may be required during the school day.
7	Parental engagement has decreased. There have been reduced opportunities to work with parents in supporting with basic skills in reading, writing and maths. Support from teaching staff through workshops, phone calls home and online learning can all support this engagement to improve outcomes.
8	Rates of lateness, attendance and persistent absenteeism amongst PP children are too high and can significantly impact on attainment. Attendance officer working with families has proven to have a significant positive impact on attainment in order to improve outcomes.

## Intended Outcomes

Intended Outcome	Success Criteria
Disadvantage children make accelerated progress in Writing	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.
Disadvantaged children make accelerated progress in Reading	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.
Disadvantaged children make accelerated progress in Maths	The attainment gap between disadvantaged children and their non-disadvantaged peers is narrowed. Monitoring shows that disadvantaged children are making better than expected progress from their starting points.
Children are well supported with their health and well-being.	Children receive appropriate support with their social and emotional well-being through school support and wider agencies.
Access to a wide range of extra-curricular activities and improved cultural capital through wider life experiences	Children will be encouraged and supported to take advantage of the full curriculum offer including extra curricular activities, visits / visitors and residential trips. The curriculum will be broadened to include further enrichment opportunities.
Children and families have access to support to ensure they have adequate food and nutrition.	School provides information and additional resources to support the nutrition of disadvantaged pupils.
Parental engagement is increased to support improve pupil outcomes	Provision for parental engagement is increased to support learning beyond school.
Attendance is good	Rates of lateness are reduced and overall attendance is at least 95%

## 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 addressed
A full review of Pupil Premium Provision in school will take place in September 2022 through Children North East Poverty Proofing.	<p><b>Rationale</b></p> <p>This will give us a full external review of how the strategies we employ are affecting the disadvantaged children in our school and action plan to address any issues that arise</p>	This will address all areas
Employing two teachers in every year group reduces class sizes (avoided mixed year groups and larger class sizes) to allow children impacted by school closures to make accelerated progress.	<p><b>Rationale</b></p> <p>Attainment highlights gaps in learning throughout school for disadvantaged pupils (52% reading, 40% writing, 54% maths).</p> <p><b>Evidence</b></p> <p><i>'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.'</i> EEF 2022</p>	1,2,3
Qualified teacher employed to conduct small group catch up work in Key Stage 1 and Key Stage 2	<p><b>Rationale</b></p> <p>Children in throughout school have been identified as being below age related expectations which has been exacerbated by school closures.</p> <p><b>Evidence</b></p> <p><i>'One to One / Small Group Tuition can lead to learning gains of around five months'</i> EEF 2022</p>	1,2,3
Learning support assistant delivering interventions in reception 3 days a week.	<p><b>Rationale</b></p> <p>Assessments have identified children in need of phonics and early maths interventions in order that they reach ARE.</p> <p><b>Evidence</b></p> <p><i>'Additional small group support can be effectively targeted at pupils from</i></p>	1,2,3

	<i>disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy' EEF 2022</i>	
<p>Introduction of new writing scheme supported with CPD and resources</p> <ul style="list-style-type: none"> <li>• Release time for the literacy lead to look at the writing process so that opportunities to develop oracy are planned effectively.</li> <li>• Research and implement an approved approach to the teaching of vocabulary (source any additional training and resources)</li> <li>• SLT and subject leaders to look at the wider curriculum to maximise opportunities to teach and embed vocabulary across the curriculum and promote this</li> <li>• Purchase of any supporting resources</li> <li>• Allocate time for all staff to review measures taken.</li> <li>• Release time for the literacy lead to conduct parent workshops</li> </ul>	<p><b>Rationale</b></p> <p>Attainment in writing is below that of Reading and Maths. Monitoring highlighted that the teaching of writing did not focus directly enough on the fundamentals of writing and developing a wide vocabulary.</p> <p><b>Evidence</b></p> <p><a href="#">Improving Literacy in KS1 EEF</a></p> <p><a href="#">Improving Literacy in KS2 EEF</a></p>	1,2,7
Projected Spend	£34,325	

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

Measure	Activity	
Read Write Inc Early Reading Support	<p><b>Rationale</b></p> <p>Staff deployed daily to teach early reading through structured systematic phonics to impact positively on early reading outcomes</p> <p><b>Evidence</b></p> <p><i>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds' EEF 2022</i></p>	1,2,8
Reading Plus – online reading programme	<p><b>Rationale</b></p> <p>Regular reading of a range of texts supports reading fluency and comprehension. Reading plus offers all children the</p>	1,2,8

	<p>opportunity and the impetus to read widely and regularly and offers teachers feedback on their reading in order that they can offer further support. A trial of the programme showed positive outcomes on reading attainment.</p> <p><b>Evidence</b></p> <p><i>'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</i>EEF 2022</p>	
Targeted use of Teaching Assistants to address gaps in learning	<p><b>Rationale</b></p> <p>Gaps in learning will be quickly identified through baseline assessments and highlighting priority areas in the curriculum to be covered.</p> <p>Targeted use of TAs will support teachers in delivering Quality First Teaching and small group interventions within the classroom.</p> <p><b>Evidence</b></p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.'</i>EEF</p>	1,2,3
Release time for Maths Lead to monitor and coach teachers so that all teaching remains at least good.	<p><b>Rationale</b></p> <p>Due to expansion there are several new teachers in school who have not received the previous CPD in the teaching of maths and are new to their roles. As writing is the focus of whole school CPD bespoke training for new teacher will ensure the quality of maths teaching remains at least good and is true to the scheme.</p> <p><b>Evidence</b></p> <p><i>'A policy of providing teachers with an entitlement to <b>35 hours of high-quality continuing professional development (CPD)</b> a year has been shown to bring significant returns in the way of pupil attainment and earnings, and may tackle retention problems in the teaching profession'</i> EPI 2021</p>	3,7
Projected spending	£28,780	

**Wider strategies for current academic year (for example, related to attendance, behaviour, well-being)**

Measure	Activity	
Attendance officer to monitor attendance and support families where attendance is low	<p><b>Rationale</b></p> <p>Attendance officer monitors attendance fortnightly, feeds back to HT and supports families where attendance is low. Support for HT in strategies that encourage improved attendance.</p> <p><b>Evidence</b></p>	1,2,3,4,7,8

	Impact of attendance officer evident in previous years where her work with families has impacted positively on attendance	
Introduction of School Nurse ½ day every three weeks to support physical and mental health and well-being	<p><b>Rationale</b></p> <p>Increase in parental requests for support with mental and physical health issues such as anxiety and toileting issues. School nurse on site supports those struggling to gain access to medical support.</p> <p><b>Evidence</b></p> <p>This is a trial in school based on increased requests of support from parents however the Royal College of Nursing states: <i>School nurses are trusted by both schoolchildren and their families and could play a crucial role in preventing mental health problems from taking root – and reducing pressure on mental health services</i></p>	<p>4,6,8</p> <p>4,6,8</p>
Increase children's counselling	<p><b>Rationale</b></p> <p>Following Covid and school closures there has been a significant increase in reports of anxiety in children. We have a waiting list of children who we believe would benefit from counselling.</p> <p><b>Evidence</b></p> <p>We are now able to access free/ reduced cost counselling from The Northern Guild which has previously been very successful.</p>	<p>4,8</p>
Increase staff knowledge on how to support well-being of children	<p><b>Rationale</b></p> <p>Teacher training to be a mental health lead in school in order to develop wider staff knowledge through government initiative</p> <p><b>Evidence</b></p> <p>The DfE states that: <i>'the training will support schools in how to use existing mental health resources more effectively, identify students who need mental health support, and on how to improve working with local mental health services so that children and young people who need specialist help, get this as soon as possible.'</i></p>	<p>4,5,6,8</p>



<p>Teaching assistants to support class teachers in providing pastoral support.</p> <p>This includes small group play based learning, social stories, completing 'the three houses' and development of friendship groups.</p>	<p><b>Rationale</b></p> <p>Teaching assistants work with small groups of children to offer pastoral support where children are noted to be struggling in a way which is affecting their learning – ie anxiety, friendship problems, behavioural issues.</p> <p><b>Evidence</b></p> <p><i>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.' EEF Toolkit</i></p>	4,5,6,8
Projected spending	£10,000	

## 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

Intended outcome	Success Criteria	Outcome
All children accelerated in phonics learning and fluency in reading to ensure closing of gaps in attainment	Targets set for age related phonics achievement 80%	<b>This target was almost met 79%</b> age related expectation achieved Pupil premium who did not make age related expectation made excellent progress and the gap is closing – the fluency gap with be further closed this year with focussed support.
Accelerated progress in reading fluency and comprehension for all children.		<b>Reading attainment Y4 All 94% PP 71%</b> <b>KS1 All 87% PP 40%</b> Pupil premium children not yet at age related expectations made accelerated progress towards this and will continue to receive targeted support to further close the gap.
Y4 children to meet the age related expectation in the times tables screening	All children including disadvantaged meet the expected standard in the year 4 multiplication tables check	<b>This target was met.</b> All children made the standard. Accelerated progress was achieved by targeted intervention in order that all children made the expected standard.
To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in	Full inclusion in all aspects of the curriculum, extra	<b>Achieved –</b> all children included in all activities to facilitate development of cultural capital. Examples include Year 4 residential, additional resources and reading

all aspects of school and extra-curricular activities, facilitating development of cultural capital for all	curricular activities and educational visits	books, subsidy / funding of educational visits
<p>Develop the outdoor area to support health and well-being following school closures.</p> <p><i>(Dinnington is in the lowest 20% of areas where poor physical health leads to impairment in quality of life)</i></p>	Develop the outdoor area in order that all children have access to a wide range of activities at lunch and breaktimes that will support their physical and mental health.	<p><b>Part achieved</b> - new running track and muga installed however issues with the building contractor mean this work still needs completing to standard.</p> <p>Forest school is being further developed which will continue into 2022-23</p>
PP children who are persistent absentees or have high rates of absenteeism, late attenders attend regularly and on time. They make good or accelerated progress from their starting points.	The attendance worker continued to work closely with families and all children whose attendance is below 90% and in all cases attendance has begun to improve. Home visits / meetings with families / free breakfast club. TA in school meets and greets PP children monitored for attendance / lates – small group work & 1:1 support in school.	<p><b>PP attendance was in line with national at 92% 2021-22 and is currently 94.7%</b></p>
£53,310	Surplus £0	