

# Pupil Premium Strategy Statement – Dunton VC Lower School

This statement details our school's use of pupil premium (and recovery 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	62
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 23 2023 – 24 2024 – 25
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
Statement authorised by	Nancy Sheehan
Pupil premium lead	Nancy Sheehan
Governor lead	Lauren Hill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8310
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£10310

# Part A: Pupil premium strategy plan

## Statement of intent

From the smallest seeds grow the biggest trees

### OUR VISION

*“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”*

*Matthew 13:31-32, International Children’s Bible*

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

For our disadvantaged pupils this means:

- ✓ Narrowing the attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ Supporting our children’s health and wellbeing to enable them to access learning at an appropriate level
- ✓ Addressing barriers to learning and school attendance

We intend to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Identifying barriers to learning and putting support in place

## Challenges

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

Challenge	Detail of challenge
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number	
1	Narrowing the attainment gap across reading, writing and maths
2	Attendance and punctuality issues
3	Engaging parents in supporting pupils academically at home
4	Accessing extra-curricular activities

## 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
Achieve ARE or above in reading	Achieving ELG in EYFS for reading National average scores in Phonics Screening for Year 1 National average scores in reading assessment in KS1 and KS2
Achieve ARE or above in writing	Achieving ELG in EYFS for writing National average scores in writing assessment in KS1 and KS2
Achieve ARE or above in maths	Achieving ELG in EYFS for maths National average scores in maths assessment in KS1 and KS2
Improved attendance	Attendance is at or above school target of 96%
Improved engagement with learning at home	Children are heard read at home and homework is completed

## 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: £ 6825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff to work in the mornings in class support the differentiated teaching to each year group as well as a particular focus on feedback and supporting any collaborative learning	EEL Teaching and Learning Toolkit	1

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

Budgeted cost: £ 885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions; Rapid Phonics catch up	EEL Teaching and Learning Toolkit	1
Resources for phonics catch up		1

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

Budgeted cost: £ 2600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Therapy sessions with trained TA (12) to help with regulating emotions and specific circumstances	We have used this successfully over a number of years and it has removed the need for other social and emotional programmes in many cases	All
Monitoring and analysing weekly attendance patterns to enable support to be put in place	Working together to improve school attendance - DfE	2
Information for parents about reading with	EEL Teaching and Learning Toolkit	3

children at home. Phonics information evening to support parents in EYFS		
Music lessons for children identified as having a talent	Observed increase in self-esteem and wellbeing	4

**Total budgeted cost: £ 10310**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils 2021-22

#### **4 children**

#### **Reading:**

*Year 1 – gap not closed to ARE*

*Phonics catch up introduced Summer 2022*

*Rapid phonics introduces Autumn 2022*

*Year 2 – expected progress ARE, increase in reading age and passed phonics retake*

*Year 3 - expected progress ARE and increase in reading age*

#### **Writing:**

*Year 1 – gap not closed to ARE*

*Year 2 - gap not closed to ARE*

*Year 3 – expected progress ARE*

#### **Maths:**

*Year 1 - expected progress ARE for 1 child and gap not closed to ARE*

*Year 2 - 1 gap closed to ARE*

*Year 3 - expected progress ARE*

**Attendance** – *1 child above school target of 96%, 2 just below and 1 significantly below*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	
N/A	

