



Dalmain School - Pupil Premium Strategy 2020-2021

1. Summary Information					
School	Dalmain Primary School	Academic year	2020-2021	Pupil premium allocation	£117,015
Total number of pupils	382	Number of disadvantaged pupils	80	Proportion of disadvantaged pupil	21%
Publish date	December 2020	Review date	October 2021	Governor review meetings	Termly
PP lead	Sarah Rose	Governor lead	Hannah Martin	Authorised by	Erika Eisele

All staff at Dalmain have high aspirations for our pupils, regardless of social and economic barriers, we believe there are no limits to what our children can achieve. We are determined that through exposure to Quality First Teaching, a broad and balanced curriculum, targeted support and pastoral care all our pupils are given the best possible chance to achieve their full potential. We are committed to spending our Pupil Premium funding to maximise impact, we aim to diminish the attainment and progress gap between children entitled to Pupil Premium and other children nationally. We believe that the additional provision delivered through the Pupil Premium strategy should encompass all children who we know to be disadvantaged and vulnerable not just the children in receipt of the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support, the school works strategically to identify barriers to learning and plans accordingly.

2. Pupil Premium data by Year Group						
	PPG Pupils	PPG Boys	PPG Girls	PPG & SEND	TOTAL ON ROLL	PPG %
Reception	1	0	1	0	54	2%
Year 1	7	3	4	0	55	13%
Year 2	9	4	5	0	50	18%
Year 3	15	9	6	2	52	29%
Year 4	13	3	10	3	50	26%
Year 5	18	9	9	3	58	31%
Year 6	17	5	12	7	42	40%
TOTAL	80	33	47	15	382	21%

3. Current Attainment – 2019 (Due to COVID-19 there is no data for 2020)

Year Group	Subject	Standard	Dalmain Non-PPG	Dalmain PPG	National Benchmark
Attainment in Year 6	Reading	Expected	91%	71%	73%
		Greater Depth	64%	29%	27%
	Writing	Expected	84%	79%	78%
		Greater Depth	33%	0%	20%
	Maths	Expected	87%	79%	79%
		Greater Depth	60%	14%	27%
Combined	Expected	79%	71%	65%	

Attainment in Year 2	Reading	Expected	82%	60%	75%
		Greater Depth	42%	27%	25%
	Writing	Expected	69%	70%	69%
		Greater Depth	20%	9%	15%
	Maths	Expected	80%	70%	76%
		Greater Depth	26%	36%	22%
Combined	Expected				

Attainment in Year 1	Phonics	Expected	85%	67%	82%
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Attainment in EYFS	GLD	Expected	78%	45%	72%
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4. Progress – 2019 (Due to COVID-19 there is no data for 2020)

Subject	Dalmain PPG			National Benchmark		
	2017	2018	2019	2017	2018	2019
Reading	-1.89	-1.79	2.12	0.33	0.31	0.03
Writing	-1.87	-4.00	0.61	0.18	0.24	0.03
Maths	-2.57	-2.73	0.46	0.29	0.31	0.03

5. Barriers to learning - Academic	
1	Pupil Premium children not routinely applying their spelling, grammar and punctuation skills accurately when writing
2	Lower percentage of Pupil Premium children meeting age related expectations compared to Non-Pupil Premium
3	Lower percentage of Pupil Premium children exceeding age related expectations compared to Non-Pupil Premium
4	Progress of Pupil Premium children between KS1 and KS2 lower than Non-Pupil Premium
Barriers to learning - Additional	
1	Lower attendance rates for PP children reducing their access to the curriculum (February 19 data) <ul style="list-style-type: none"> ➤ PP children have an overall attendance of 94.87% compared to 97.69% of non-PP children ➤ PP children have an overall persistent absence of 20.78% compared to 6.09% of non-PP children
2	Low self-esteem and SMEH
3	Narrower range of experiences which affect their culture capital, confidence and aspiration (pupil voice 2019)
4	High percentage of PP and SEND, particularly in year 6

6. Desired Outcomes – Priorities for Academic year	
A	Decreased percentage of persistence absence for Pupil Premium children
B	Improve progress of Pupil-Premium children from KS1 to KS2 with a particular focus on Maths and Writing
C	Increased percentages of Pupil Premium children working above national expectations in Reading, Writing and Maths across the school
D	Increase the Percentage of Pupil Premium children achieving the expected standard in the year 1 and year 2 phonics screening
E	To develop social and emotional resilience with a particular focus on year 6

7. Action Plan for PPG spending – Targeted Support							
Desired Outcome	Action Pupil premium will be used to...	Amount Allocated	New or Continued action	Year Group	Intended Outcome	Led by	Review July'21
B C E	Small group teaching in Maths with Pupil Premium children being a focus for all teachers	£9100	Continued	5 & 6	Increased percentage of children eligible for PPG in Year 5 to exceed national expectations in Maths by July 2021.	PC	
					Increased percentage of children eligible for PPG in Year 6 to exceed national expectations in Maths by July 2021.	PC	
B C E	Small group teaching in Maths with Pupil Premium children being a focus for all teachers	£6954	Continued	6	Increased percentage of children eligible for PPG in Year 6 to exceed national expectations in Maths by July 2021.	SR	
B C E	Introduce a morning Maths club focussing on key arithmetic skills	£1540	Continued	6	Improved progress score for Year 6 Pupil Premium/SEND children in Maths July 2021	SR HLTAs	

B C E	Action Tutoring for year 6 till May and then year 5 for the Summer Term	£1765	Continued	5 & 6	Improved progress score for Year 6 Pupil Premium children in Maths July 2021	SR	
B C E	Introduce a after school Reading club focussing on key retrieval and inference skills	£4416	New	5 & 6	Improved progress score for Year 6 Pupil Premium children in Reading July 2021	SR HLTAs	
D	Establish small group Phonic interventions for disadvantaged pupils falling behind age-related expectations	£4416	New	EYFS KS1 Year 3	Improved percentage of pupil premium children in year 1 meeting the expected standard in the phonic screening Improved percentage of pupil premium children in year 2 meeting the expected standard in the phonic screening	TR	
B C D E	Achievement for All program	£6426	Continued	Whole School	Increased attainment and progress of PP children to close the gap between PP and Non-PP children	SR	
A B C D E	Continue with Magic Breakfast provision	£1438	Continued	Whole School	Improved focus in class leading to better attainment and progress of PP children	EE	
A E	Create a calm morning space for children with persistent absence to start the day TA to provide daily support in clam space	£200 £2110	New	Whole School		SR SEN TA	
A	Attendance Lead to chase up absence and lateness with a focus on PP children	£5681	Continued	Whole School	Improved rates of persistent absence and lateness of PP children	KW	
A	Attendance lead to meet with targeted families for an hour every term to discuss targets and progress	£1735	New	Whole School	Improved rates of persistent absence and lateness of PP children	SR KW	
A B C D E	Resources for SEND and PP children SNAP B alone SNAP SpLD	£577.60	New	Whole School	Support the identification of needs and build a profile to enable targeted support	NM	

A B C D E	Whole school attachment training focusing on 'Relational Approaches'	£1500	New	Whole School	All staff have an understanding of how children exhibit signs of anxiety, trauma, and strategies that can be implemented in the classroom.	NM	
A B C D E	Creating a sensory room where children can emotionally regulate	£500	New	Whole School	To support children to emotionally regulate, increase focus in the classroom and increase sensory tolerance levels.	NM	
A B C D E	Resources for new sensory room	£2,000	New	Whole School	To support children to emotionally regulate, increase focus in the classroom and increase sensory tolerance levels.	NM	
A B C D E	Creating sensory circuit packs for every classroom	£2,000	New	Whole School	To support children to emotionally regulate, increase focus in the classroom and increase sensory tolerance levels.	NM	
A B C D E	Social story telling intervention resources	£500	New	Year 3	To develop social interaction skills and emotional intelligence.	NM	
A B C D E	Art Therapist	£10,400	New	Year 3, 5 & 6	To support targeted children to emotionally regulate and increase focus and engagement in the classroom	NM SR	

Projected Spending: £63,259

8. Action Plan for PPG spending – Quality First Teaching

B C D	Literacy Tree training and bespoke support with a particular focus on greater depth reading and writing and phonics in EYFS & KS1	£1140	Continued	Whole School	Increased attainment and progress of PP children to close the gap between PP and Non-PP children	EE	
B C D	Subject leader for Oracy to have weekly curriculum release time to ensure that tier 2 and tier 3	£1136	New	Whole School	All children have a deeper understanding of subject specific vocabulary	Middle Leaders	

	subject specific vocabulary is taught to all children throughout the curriculum						
B C D	Introduce the teaching of Latin to deepen the children's understanding of Language	-	New	Whole School	Children will have a deeper understanding of grammar and vocabulary	SR	
B C D	Support from external literacy consultant to improve pedagogy of whole class reading and strategies used by teachers	£4500	Continued	Whole School	Reading will be taught rigorously across the school with the gap between PP and Non-PP being reduced in every year group	EE	
B C D	Embed the use of the Literacy Tree curriculum through CPD, to ensure high quality books are accessed by all children and SPAG is embedded in the curriculum		Continued	Whole School	Adventurous vocabulary will be evident in the children's independent writing and the children will have the opportunity to apply their SPAG skills	EE	
B C D	Support from external Numeracy consultant to improve pedagogy of teaching maths, with a focus on progress and attainment of PP children	£2000	New	Whole School	Consistent and coherent approach to teaching maths across the school, including strategies and vocabulary used by the teachers. Improved progress score for Year 6 Pupil Premium children in Maths July 2021	EE	
B C D E	To train teachers to enable them to teach Philosophy in years 3 and 4 and to incorporate pedagogy into daily teaching	£1,200	New	Whole School	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently	NM	
B C D E	Subscription to P4C for staff to access resources	£59	New	Whole School	Speaking and listening skills will be developed as well as the children's ability to express their ideas and feelings coherently	NM	

Projected Spending: £10,035

9. Action Plan for PPG spending – Broad and Balanced curriculum

E	Training for EYFS staff to become qualified Forest School teachers	£1860	New Spring Term	EYFS Year 1	Developed independence, co-operation and teamwork among with perseverance and resilience	TR AR	
E	Workshops & theatre groups supporting	£2,000	Continued	Whole School	Develop whole school speaking & listening and vocabulary choice through story immersion	SR	
E	Educational visits in each age phase to motivate, stimulate & provide opportunities to	£2,000	Continued	Whole School	Children's learning will be contextualised and embedded	SR	

	reinforce learning in a real context						
E	Supporting children through Trinity Laban Dance	£11,400	Continued	Year 5 Year 6	Children will develop skills of team-work, co-operation & empathy	SR	
E	Train a new member of staff to run a debating club in school	£249	Continued	KS2	School will have the knowledge to set up a debate club	SR MO'D	
A B C D E	Start a debating club	£250	Continued	KS2	Debating club will be set up for children in year KS2	MO'D	
E	Free musical instrument tuition offered to targeted pupils eligible for PPG and free CYM holiday courses	£6,000	Continued	KS2	Developed independence, co-operation and teamwork	LDM	
E	Subsidised residential school journeys for Years 4 & 6 PPG pupils, to improve SMSC opportunities for pupils	£3,700	Continued	Year 4 Year 6	Developed independence, co-operation and teamwork	SR SE	
E	Subsidised extra-curricular clubs for all pupils eligible for PPG	£2,000	Continued	Whole School	Developed independence, co-operation and teamwork	LDM	
E	Fully subsidised places in Breakfast Club for pupils eligible for PPG	£14,250	Continued	Whole School	Lateness and absence will be reduced and children will be ready to learn	KW	

Projected Spending: £43,709

Our Pupil Premium strategy reflects the school ethos & culture: it balances academic rigour in teaching and learning with creativity through immersing children in a rich curriculum of art, music, dance, sport and philosophy. It is apparent that the disadvantaged children, the lower attaining children, are also often those who do not get a rich variety of experiences at home – they do not go to the theatre, to museums, they don't have music lessons, they don't belong to clubs. We seek to narrow the gaps in their *experiences* because we firmly believe that through the arts children become lifelong learners, they extend their imagination, develop speaking and listening skills and sensitivity, and become self-confident individuals. If we can narrow the cultural gap between our disadvantaged pupils and their peers we set them on a level playing field, which will give them a better chance of reaching the same levels of attainment. We aim to teach the whole child and this means providing a broad and balanced curriculum. We maintain a focus on the outcomes, but some outcomes are harder to measure – for example, paying for a child to go on a residential school journey teaches independence and resilience, team work and other qualities which will help a child to achieve but are less easy to quantify.

Some of the support described above, such as dance and philosophy, is provided to the whole class. In this manner, we do not single out our Pupil Premium children; rather, they are given the same opportunities as their peers. While all children will benefit from these sessions, it is clear that the benefits to the Pupil Premium children will be much greater and more significant.