

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	Dalmain Primary School
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E.Eisele Headteacher
Pupil premium lead	S.Rose Deputy Headteacher
Governor / Trustee lead	H.Martin PP lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530
Recovery premium funding allocation this academic year	£12,218
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,723
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,471

Part A: Pupil premium strategy plan

Statement of intent

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.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. However, we also seek to narrow gaps in 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. We aim to teach the whole child and this means providing a broad and balanced curriculum.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments show disadvantaged pupils generally have greater difficulties with phonics, especially in year 1 and 2, than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
6	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 14% lower than for non-disadvantaged pupils.

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
Improved phonic screening scores among disadvantaged children	KS1 phonic screening outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incidents reported in behaviour tracking files • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £41,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Enhancement of reading in Rec and year 1 as part of our phonic programme. Set up reading groups and train staff and fund an extra adult to support group reading three times a week	Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. Phonics Toolkit Strand Education Endowment Foundation EEF	1 & 2
Enhancement of our English teaching and curriculum planning for every year group through Literacy Tree training Enhancement of our English teaching and curriculum planning through bespoke consultant support from Literacy Tree consultant	One key finding from The Wellcome Trust review exploring the evidence about the impact of subject-specific CPD found that subject-specific CPD is more effective, in terms of its impact on pupil outcomes, than generic pedagogic CPD. developing-great-subject-teaching.pdf (wellcome.org) Evidence Based Education's 'Great Teaching Toolkit evidence review' (Coe et al., 2020) found that a key feature of great teaching is that teachers 'understand the content they are teaching and how it is learnt' 584543-great-teaching-toolkit-evidence-review.pdf (cambridgeinternational.org)	2 & 3
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance We will fund teacher release time to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	4

embed key elements of guidance in school and to access NCTEM planning resources		
Enhancement of our teaching of reading across the school. We will fund release time for the Reading subject leader to embed and monitor teaching across the school	The average impact of explicitly teaching reading comprehension strategies is an additional six months' progress over the course of a year: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2
Purchase new dual band reading books for children who are below expected standard in reading in KS 2 to ensure books are matched at the correct level to ensure good progress is made	Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. Phonics Toolkit Strand Education Endowment Foundation EEF	2
We will fund release time for age-phase leaders to monitor the quality of teaching and learning, model lessons and participate in peer observations. This will ensure consistent, high quality teaching across all year groups	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1, 2, 3 & 4

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

Budgeted cost: £44,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide Maths tuition through Action Tutoring for year 5 & 6, a significant proportion of the pupils who receive tutoring will be disadvantaged	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
Reciprocal Reading intervention, where pupils learn a range of techniques that enable them to comprehend the meaning of what they read	<p>The average impact of explicitly teaching reading comprehension strategies is an additional six months' progress over the course of a year. Shorter interventions of up to 10 weeks tend to be more successful:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2
Additional Phonic sessions targeted at disadvantaged pupils who require extra support	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 & 2
Small group tuition in Maths with Pupil Premium children being a focus for all teachers	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. However the quality of the teaching in small groups may be as, or more important than, the precise group size:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £32,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Specialised and individual Art Therapy sessions which use elements of Social and Emotional Learning which are targeted at students with particular social or emotional needs</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
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<ul style="list-style-type: none"> • Workshops & theatre groups • Supporting children through Trinity Laban Dance • Subsidised residential school journeys for Years 4 & 6 PPG pupils, to improve SMSC opportunities for pupils • Subsidised extra-curricular clubs for all pupils eligible for PPG • Subsidised musical instrument tuition offered to targeted pupils eligible for PPG and free CYM holiday courses 	<p>We have observed that disadvantaged children are often those who do not get a rich variety of experiences at home. They have fewer opportunities to go to the theatre, to museums, they don't have the same access to music tuition and they don't belong to as many extra-curricular clubs. We seek to narrow the gaps in their <i>experiences</i> 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.</p> <p>We are offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p>	5
<p>Introduce a debating club in school through Debate Mate</p>	<p>The UK has one of the lowest rates of social mobility amongst OECD countries (OECD, 2018). The socio-economic backgrounds of children influences their ability to develop and learn at school; a child growing up in poverty in the UK is more likely to achieve lower academic qualifications, have lower aspirations, and have a lower skill set than their better-off peers.</p> <p>The advantages of debating have been highlighted in a joint report by CfBT Education Trust, The English Speaking Union and Ed Comsby, Akerman and Neale. As well as providing evidence of a link between debating, subject knowledge and academic attainment-through boosting students' motivation and engagement in a subject-the report demonstrates the significant impact that debating has on developing key transferable skills.</p> <p>Annual-Report-19-20-FINAL_Low_Quality.pdf (debatemate.org)</p>	5
<p>Fully subsidised places in Breakfast Club for pupils eligible for PPG with Magic Breakfast provision</p>	<p>The Education Endowment Foundation findings suggest that it is not just eating breakfast that delivers improvements, but attending a breakfast club. This could be due to the content of the breakfast itself, or to other social or educational benefits of the club.</p> <p>Magic Breakfast - Evidence 4 Impact</p>	

Total budgeted cost: £118,334

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure.

Overall attendance for pupil premium children in 2020/21 was lower than in the preceding years at 93.85%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.52% higher than non-pupil premium and persistent absence 4% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

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

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.