

## Pupil premium strategy statement

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

Detail	Data
School name	Dalmain Primary School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ms E Eisele
Pupil premium lead	Ms A Sewani
Governor	Ms H Martin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,195
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,515

## 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.

### Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers do. This negatively impacts their development as readers.
2	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. A disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation - this provides a challenge when it comes to planning, monitoring and evaluating their learning.
4	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils across the school. In general, the gaps are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1% - 6% lower than for non-disadvantaged pupils. 16% - 25% of disadvantaged pupils have been 'persistently absent' compared to 4% - 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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, writing & maths attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in incidents reported in behaviour tracking files</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% higher than their peers.</li> </ul>

## 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: £52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• CPD for phonics lead through English Hub and Unlocking Letters and Sounds</li> <li>• CPD for HLTAs in running phonic interventions</li> <li>• Consultant from Literary Curriculum to support planning across the school moderate books and provide a gaps analysis</li> <li>• CPD for staff through Literary Curriculum training and access to high quality planning</li> <li>• Fund teacher release time to visit other excellent schools</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	1
		2

<ul style="list-style-type: none"> <li>• Fund core subject leader release time to embed key elements from research from EEF through planning support, coaching &amp; mentoring, model lessons and monitoring</li> </ul>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<ul style="list-style-type: none"> <li>• Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</li> </ul>	<p>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:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<ul style="list-style-type: none"> <li>• CPD for explicitly teaching &amp; promoting Social, Emotional learning in classrooms</li> <li>• Fund play leaders to spend time in class supporting children with highest SEMH needs through behaviour interventions</li> </ul>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate:</p> <p>Universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<ul style="list-style-type: none"> <li>• Ensure that all staff are explicitly teaching the tier 2 and 3 vocabulary in all lessons</li> <li>• Embedding dialogic activities across the</li> </ul>	<p>There is a strong evidence base that suggests dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impact</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eef-improving-literacy-in-key-stage-2-report-second-edition">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="https://www.chartered.college/deepening-knowledge-through-vocabulary-learning">Deepening knowledge through vocabulary learning (chartered.college)</a></p>	4

<p>school curriculum and making the best use of paired/group talk within the classroom. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>		
<ul style="list-style-type: none"> <li>• Embedding high quality adult/child interactions in the early years and across the school</li> <li>• CPD for staff to ensure Interactions Matter: Supporting children's communication, language and vocabulary development whilst extending their play</li> </ul>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="#">Law et al Early Language Development final.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.kymscottconsultancy.com/offers/5hdoHLzT/checkout">https://www.kymscottconsultancy.com/offers/5hdoHLzT/checkout</a></p>	<p>4</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Additional phonics sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

<ul style="list-style-type: none"> <li>• Reciprocal Reading interventions for children in KS2 delivered by HLTAs</li> </ul>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<ul style="list-style-type: none"> <li>• Action Tutoring in year 5 and year 6</li> </ul>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<ul style="list-style-type: none"> <li>• Small group tuition in Maths with Pupil Premium children being a focus for all teachers</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<ul style="list-style-type: none"> <li>• Art Therapist employed to give targeted support to specific children in the school</li> </ul>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate:</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<ul style="list-style-type: none"> <li>• KS1 speaking and listening intervention group</li> </ul> <p>£500 talk Boost</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://speechandlanguage.org.uk/talk-boost-ks1-intervention-pack/">Talk Boost KS1 Intervention Pack (speechandlanguage.org.uk)</a></p>	4
<ul style="list-style-type: none"> <li>• Philosophy sessions for targeted year groups</li> </ul>	<p>Philosophical enquiry develops speaking and listening skills, vital for literacy and emotional development, it helps children who find it difficult to access other subjects, and it encourages critical and creative thinking, essential in the 21st Century. It also offers a place in the school curriculum for critical and collaborative</p>	4



<p>£780 per year group= £2340</p>	<p>reflection in contrast to the outcome-based learning children all-too-often encounter throughout their schooling.</p> <p><a href="http://philosophy-foundation.org">Validation &amp; Research (philosophy-foundation.org)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Workshops &amp; theatre groups</li> <li>• Supporting children through Trinity Laban Dance</li> </ul> <p>£11,852.28</p> <ul style="list-style-type: none"> <li>• Subsidised residential school journeys for Years 4 &amp; 6</li> <li>• Subsidised extra-curricular clubs</li> <li>• Subsidised musical instrument tuition</li> <li>• Fully subsidised morning Multi-Skills club</li> </ul>	<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>	
<ul style="list-style-type: none"> <li>• Specialised and individual sessions with behaviour and safeguarding lead which use elements of Social and Emotional Learning</li> </ul>	<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>	3

<ul style="list-style-type: none"> <li>• Introduction of Calm Club at lunchtime to support children who are overwhelmed by the playground</li> <li>• Consultation of playground improvements to support SMEH needs in the playground</li> </ul>	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
<ul style="list-style-type: none"> <li>• Continue debating club in school through Debate Mate</li> </ul>	<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><a href="https://www.debatemate.org/Annual-Report-19-20-FINAL_Low_Quality.pdf">Annual-Report-19-20-FINAL_Low_Quality.pdf (debatemate.org)</a></p>	
<ul style="list-style-type: none"> <li>• Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Working-together-to-improve-school-attendance-GOV.UK.pdf">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> advice</li> <li>• Hold review meetings with families where attendance &amp; punctuality is low to complete an action plan for resolution</li> </ul>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

**Total budgeted cost: £97,000**

## 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 2022 to 2023 academic year.

#### Results 2023

Assessment	All	PP	Number of children
GLD	76%	75%	4 children
Phonics Year 1	81%	67%	9 children
Phonics year 2	87%	0%	1 child
Year 2 - Reading	78%	0%	
Year 2 - Writing	73%	0%	1 child
Year 2 - Maths	80%	0%	
Year 6 - Reading	79%	67%	
Year 6 - Writing	79%	67%	18 children
Year 6 - Maths	77%	61%	

In 2019 the gap between disadvantaged and non-disadvantaged children was significantly narrowing. This is not the case in 2023, where across the school there is a gap of 23% in reading, 30% in writing and 24% in maths. We continue to work towards our intended outcomes in 2025. Our assessment of the reasons for these outcomes points primarily to long-lasting Covid-19 impact, 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. Furthermore 27% of our disadvantaged children have also got SEND. Having our first full year in school had a positive impact;

- We have provided the lowest 20% in years 5 & 6 with high quality extra tuition in maths through the National Tutoring Programme and small group teaching. Our KS2 HLTAs also ran after school catch-up booster sessions for identified pupils in Reading. The impact of these strategies in key stage 2 were evident in the classroom, through pupil voice and the progress scores 0.3 in Reading, 1.5 in writing and 1.7 in Maths.
- We have introduced a new phonics programme in EYFS and key stage 1 with all adults across the school receiving full training in delivering phonic sessions, analysing data and focussed reading sessions. The impact can already be seen in the classroom and was reflected in our phonics scores in 2023, where 81% of children in Year 1 (67% disadvantaged) achieved the threshold of the phonics screening check.
- Our assessments and observations indicated that speaking and listening were still significantly impacted last year, primarily due to COVID-19-related issues as well as an increase in SEND needs with communication and interaction being the area of need. This was an area of focus for the EYFS team and in 2022-23 17% of disadvantaged pupils did not meet the age related expectations in speaking, compared to 44% the previous academic year. However, we recognise that speaking and listening is still an issue in KS1 and so we continue to plan strategic support, based on data analysis, for these children to ensure gaps are closed and accelerated progress is made.

Our overall attendance in 2022/23 was slightly higher than in the preceding 3 years at 94.4%. Absence among disadvantaged pupils was 3.06% higher than their peers and persistent absence 13.26% higher. These gaps are larger than in previous years, which is why attendance continues to be a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils - 50% of children with SEMH needs are disadvantaged children. Teacher referrals for support with these children have markedly increased since the pandemic; 35 pupils currently require additional support with social and emotional needs, 1 child receives one-to-one Art therapy, 1 child receives one-to-one support from Outreach Inclusion Service and 3 children currently require 1:1 support/mentoring throughout the day to keep them in their lessons. We have started working closely with the Outreach Inclusion Service to support targeted year groups (Year 2 and Year 5), working on developing children's emotional intelligence and self-regulation. These year groups have been identified as significantly affected by the impact of the COVID-19 pandemic and Nursery/School closures.

The wider strategies we offer to support disadvantaged children continue to have a positive impact;

- The impact on speaking and listening and confidence from the introduction of Debate Mate continues to be clear. In 2023, our school team reached the National Final and travelled to Oxford University to take part in the debating competition. [A London primary school celebrate at national Debate Mate finals | InYourArea Community](#)
- 64% of disadvantaged children accessed a school extra-curricular club in 2022-23, largely due to the half-price club offer. This continues to be a focus for 2023-24.
- During the 2022-23 academic year we offered 11 instrument lessons. 18% of Disadvantaged children took up the offer of half-price lessons. This continues to be a focus for next year.

## Further information (optional)

We have based our professional development meetings on research from the EEF 'Moving forwards, making a difference A planning guide for schools 2022–23'. As a teaching staff we know that Quality First Teaching has the biggest impact on progress and attainment, particularly for Disadvantaged children. We have prioritised the key elements from the '5 a day approach' starting with Explicit instructions, following a whole school introduction Core and Foundation subject leaders have led individual sessions focussing on key areas of explicit instruction. This has been followed up in age-phases with individual teachers setting their own targets for professional development.