



Dringhouses Primary School

Pupil Premium Strategy

Signature of Chair of Governors

Signature of Headteacher

Date of Adoption: Autumn 2023

Date of Review: Autumn 2024

Reviewing Committee: Standards & Effectiveness Committee

Statutory/Non-Statutory

PUPIL PREMIUM STRATEGY

Aims:

At Dringhouses we have high aspirations and ambitions for our children and we believe that no child should under-achieve. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, your dedication and commitment to learning and your right to an excellent education that make the difference. On that basis we are determined to ensure that our children are given every chance to realise their full potential. The pupil premium grant (PPG) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This strategy explains how we use it effectively.

Background:

PPG was introduced in April 2011 and is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers and to provide support for those children with parents in the regular armed forces.

The PPG is paid to the school for:

- Pupils recorded on the January School Census who were eligible for and receiving Free School Meals (FSM);
- Pupils who have been eligible and receiving FSM at any time in the last six years, known as 'Ever 6 FSM';
- Children who have been Looked After (LAC) for at least one day as recorded in the Children Looked After Data Return
- Children Adopted from Care (Post-LAC) under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.
- A grant is also paid to the school for children from service families.

Legal Framework:

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2020) 'Pupil premium: conditions of grant 2021 to 2022'

- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

Objectives

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To narrow the gap between the educational achievement of these pupils and their peers.
- To address underlying inequalities, as far as possible, between pupils.
- To ensure that the PPG reaches the pupils who need it most.
- To make a significant impact on the education and lives of these pupils.
- To work in partnership with the parents of pupils to collectively ensure pupils' success.

How PPG can be spent

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

Funding:

In the **2020 to 2021 financial year** (1 April 2020 to 31 March 2021) schools received:

Disadvantaged children:

- £1,345 for each pupil in year groups reception to year 6 recorded as Ever 6 FSM
- £2,345 for each looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- £2,345 for each child who has ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

In addition £310 is provided for each child who meets the eligibility criteria under Service Families.

The number of pupils at Dringhouses Primary School eligible for PPG in January 2020 was 38 (including 3 service). The total amount of PPG due (April 2020 – March 2021) was £47,315

In the **2021 to 2022 financial year** (1 April 2021 to 31 March 2022) schools will receive:

Disadvantaged children:

- £1,320 for each pupil in year groups reception to year 6 recorded as Ever 6 FSM
- £300 for each Ever 6 service family
- £2,300 for each looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- £2,300 for each child who has ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

The number of pupils at Dringhouses Primary School eligible for PPG in January 2021 was 32 (including 2 service). The total amount of PPG due (April 2021 – March 2022) is £43,315. £1,320 is allocated for each eligible primary age pupil counted in the school census. This does not mean that £1,320 extra has to be spent on every pupil - <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>.

Key Principles

The school has adopted a tiered approach to Pupil Premium spending underpinned by a whole-school ethos of ‘every child can’ with strong relationships at the core:

1. Improving the Quality of Teaching

The top priority for Pupil Premium spending at Dringhouses is the ensuring every class is taught by a highly effective teacher. We will continue to ensure that all children across the school receive a high quality education. This impacts positively on the all pupils. Aspects include:

- Providing and engaging in high quality CPD. This includes professional development in the widest sense including engagement with a school led coaching programme
- Leaders supporting the above
- The development of communication and language in Early Years
- Embedding structures and practices that support the provision of information about the learners e.g. Learning Review meetings

- Subscription to specialist tracking package to track different groups of pupils and enable those who are underachieving to be identified and monitored. All staff are aware of who the disadvantaged children are across the school.

In addition, children need to be good readers to succeed, not just in literacy but across the wider curriculum. There is clear evidence that poor literacy skills hold pupils back in school subjects over time. The school is currently engaging in the local authority 'Reading for Real' project.

2. Targeted academic support

To supplement the above, structured interventions, small group tuition and one-to-one support is provided. Successful strategies include:

- Scheduled 1:1 meetings with class teachers to discuss next steps for learning, where relevant
- In class 1:1 teaching assistant support for specific children to accelerate their learning
- Higher level teaching assistant support for small groups e.g. Talk Boost, Time to Talk, Secret Phonics, Rapid Phonics, 'What's in the Box', ALS and bespoke Maths, Reading and Writing 'catch-up' programmes
- Small group and 1:1 pupil support focused on targeted children in receipt of PPG with a qualified teacher to boost progress (e.g. HLTA to release Y6 teachers)
- Specialist support for specific aspects of development e.g. speech and language (not allocated through SEN)

We ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using appropriate staff to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Tailoring interventions to the needs of the child (e.g. targeted booster sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

3. Wider strategies

These relate to the most significant non-academic barriers to success in school including attendance, behaviour and social and emotional support. It is necessary to monitor and react to attendance at Dringhouses carefully and persistent absence can become a concern. Successful strategies include:

- Nurture groups (identified children) – run by trained teaching assistants for vulnerable children, at lunchtimes

- Self-regulation group – targeted support by a Teaching Assistant trained in emotional literacy (ELSA) for specific children who have barriers to learning and are experiencing emotional crises e.g. bereavement
- Extending program of support and early intervention working with Early Years' families
- Playground Leader Training for a group of children who will support those who find playtimes difficult (Peer mentoring) if appropriate
- Support for vulnerable families in accessing activities at lunchtimes and after school, including residential visits e.g. sport / music / trips / IT provision

Monitoring and Evaluation

We ensure that:

- A wide range of information is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected termly so that the impact of interventions can be monitored.
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to regular learning review meetings and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending and a named person/governor meets regularly with the headteacher to review this.
- Ofsted inspections will report on the attainment and progress of disadvantaged pupil in receipt of PPG
- The school publishes its strategy for using PPG on the school website.
- The school publishes a link to the school and college performance tables search tool, as well as the school's individual performance page on the school website.

Reporting

When reporting about pupil premium funding we include:

- information about the context of the school
- an overview of spending:
 - ✓ Total PPG (pupil premium grant) received
 - ✓ Total PPG spent
- nature of support and allocation through the tiered approach:
 - ✓ Improving the quality of teaching
 - ✓ Targeted academic support
 - ✓ Wider strategies
- a summary of the impact of PPG:
 - ✓ Performance of disadvantaged pupils (compared to non-pupil premium children) – at least three times a year
 - ✓ Other evidence of impact e.g. Ofsted, Accreditations
 - ✓ Case studies (pastoral support, individualised interventions)
 - ✓ Implications for pupil premium spending the following year

The Governing Body will consider the information provided, will receive regular updates and will ensure that there is an annual statement to the parents on the school website outlining how the pupil premium grant has been used to address the issue of closing the gap for pupils eligible for pupil premium. The school is currently considering a multi-year strategy for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement.

This link gives further guidance on Pupil Premium funding and accountability of schools:
<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>