



## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Dringhouses Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24, 2024/25
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Ben Sutton
Pupil premium lead	Ben Sutton
Governor / Trustee lead	Luke Zwalf

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,045.00
Recovery premium funding allocation this academic year	£4,495.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> <b>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</b>	£54,540.00

## Statement of intent

We recognise that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We know that all children are different and have different needs. AT Dringhouses Primary, a large proportion of our funding is spent on additional classroom support. Staff are aware of which children are eligible for the pupil premium and provide additional, frequent targeted support for these pupils. Teachers are required to detail different support activities: the objective of interventions, how often the support will happen, who will lead the support, and who will benefit from the support. Children attracting the Pupil Premium must be part of this provision.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- ☐ Ensuring all student receive quality first teaching each lesson
- ☐ Closing the attainment gap between disadvantaged pupils and their peers
- ☐ Providing targeted academic support for students who are not making the expected progress
- ☐ Addressing non-academic barriers to attainment such as parental engagement, attendance, behaviour, well-being and cultural capital
- ☐ Ensuring that the Pupil Premium Grant reaches the pupils who need it most

## Challenges

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

Challenge number	Detail of challenge
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1. Lower levels in English and mathematics	Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.
2. Lack of cultural capital/understanding of the wider world - limited life experiences	Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.
3. Social and emotional challenge - regulation of self, and behavioural challenge	At Dringhouses Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress e.g. behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems.
4. Lack of parental engagement	PP children at Dringhouses Primary experience lower home>school engagement (seen through parents' evening appointments, reading completed at home within the family, and more generally lower levels of education, that whilst not affecting aspirations for children to do well, lower levels of capacity to provide support). We aim to engage parents and families, and provide opportunities for positive relationship building that encourages interaction between the school and home across all families.
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<b>Intended outcomes</b>	
<b>Intended outcome</b>	<b>Success criteria</b>
Ensuring all students receive quality first teaching each lesson: <i>CPD, Coaching investment for all staff</i>	All staff have developmental schedules and opportunities to ensure quality first teaching is in place consistently across the school
Closing the attainment gap between disadvantaged pupils and their peers: <i>quality first teaching, direct structured interventions to support progress where required, responsive intervention and support</i>	Attainment gap between PP and non-PP learners narrows year-on-year
Providing targeted academic support for students who are not making the expected progress: <i>quality first teaching, direct structured interventions to support progress where required, responsive intervention and support. T&amp;L review meetings to discuss support required and progress made</i>	PP learners where progress is highlighted as a concern are swiftly targeted for support that impacts positively on their confidence and competence

<p>Addressing non-academic barriers to attainment such as parental engagement, attendance, behaviour, well-being and cultural capital: <i>attendance monitoring, financial support to enable access towards trips/clubs, behaviour support staffing and systems</i></p>	<p>Curriculum design and development continues to put those learners at a disadvantage through deprivation indicators and other factors are prioritised when subject leaders develop and progress their curriculum areas</p> <p>PP learners are targeted for attendance at extra-curricular activities/opportunities</p> <p>Behaviour/social and emotional barriers are supported through staffing and systems to ensure that learners facing such challenges do not suffer academically because of these situations</p>
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## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost	Year One Review (22-23)	Year Two Review (23-24)	Year Three Review (24-25)
Leadership and staff release to support the development of teachers through the coaching model: <i>Bespoke support for individual teachers to further develop high quality practice</i>	<p>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.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching</p> <p><a href="#">EEF Research</a></p>	1,2,3	£ 11,000.00	<p>The school's CPD provision is excellent and well-received by the staff, with the aim of improving and developing practice for the most vulnerable learners in the school. The T&amp;L lead (MKS) has adopted the BRIEF (Barriers, Relationships, Independence, Expectations, Feedback) model to scaffold all of our work as a leadership team and as a wider staff around PP children.</p> <p>Leadership monitoring has been structured and carefully targetted on a graded scale of those staff requiring additional support, alongside those for whom the CPD schedule has good impact on their learners, as identified in T&amp;L reviews.</p>	<a href="#">New format</a>	
Leadership release to monitor impact of CPD strategies / Subject lead development strategies and plan: <i>HT, DHT and AHT to monitor practice - learning walks, book reviews, pupil voice</i>						
Teaching and Learning Review Meetings: <i>Scheduled termly meetings for headteacher and class teachers to monitor progress of targeted pupils and plan next steps</i>			£ 2,400.00	<p>These T&amp;L reviews continue to be an invaluable part of our quick analysis and identification of learners requiring support, and the discussion around the correct actions to support these PP learners making further progress.</p> <p>Following changes to our performance management process, these reviews are being adjusted for the 22-23 year to further enhance and emphasize the links between outcomes, and the teachers' own development actions</p> <p>See PP data on linked SDP objective and <a href="#">here</a></p>		
Total			£ 13,400.00			

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost	Year One Review	Year Two Review	Year Three Review
Teaching Assistant support for small groups: <i>TAs working in morning/afternoon sessions with small groups to support the learning of basic skills by plugging gaps in learning in reading, writing and mathematics. (Based on 37 hours at £10.37 ph TA3)</i>	(EEF findings +4 months Eng / +3 months Mathd)  1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.  2. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.  <a href="#">EEF Research</a>	1	£ 20,000.00	We continue to make excellent use of out Teaching Assistants across the school, directing them to work with PP and other vulnerable learners, most frequently in small group interventions - as detailed in the Activity column.  We are establishing finer measures than those that exist within our own internal tracking systems to more precisely evaluate the success of intervention systems.  See PP data on linked SDP objective and <a href="#">here</a> .  KS1: 0% (0/3chn) achieved EXS in R/W/M KS2: 50% (5/10chn) achieved EXS in R/W/M	<a href="#">New format</a>	
Total			£ 20,000.00			

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost	Year One Review	Year Two Review	Year Three Review
Self Regulation – 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: <i>To help children/groups of children who have difficulties relating to specific circumstances, to provide strategies to help them cope when things go wrong.</i>	(EEF findings +4 months)  1. 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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.  2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.  SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  <a href="#">EEF RESEARCH</a>	3	£ 11,710.00	Our ELSA trained staff work across the school with a vast range of SEMH issues experienced by our learners. The support that they provide is invaluable to the PP chn's learning - many of the children accessing our ELSA support sessions, and our link to the School Wellbeing Service.  The work that our pastoral team have done has allowed more children to access more learning through improved levels of self-regulation.	<a href="#">New format</a>	

Tuition / Additional Support 1:1 pupil support with a qualified teacher/ELSA/TA to boost progress through behavioural intervention or academic intervention	EEF Findings +4 months  Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:  Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and more specialised programmes which are targeted at students with specific behavioural issues.  <a href="#">EEF RESEARCH - behaviour</a>  <a href="#">EEF RESEARCH - 1:1 tuition</a>	3		Teaching assistants across the school work with individuals where required to boost their progress on an adhoc basis - structured around teacher-identified need, primarily focussed on those PP learners alongside other vulnerable groups.  TAs know the children that should be the focus of their attention within a class setting, and those to maintain a close focus on outside of the classroom.  Staff work as a team to join up thinking around the best practices (feeding in from CPD, SEND best practice, general understanding and relationships with our children.  KS1: 0% (0/3chn) achieved EXS in R/W/M KS2: 50% (5/10chn) achieved EXS in R/W/M		
Support for vulnerable families in accessing activities, including at lunchtimes, and educational/ residential visits. e.g. sport /music /visits/IT provision: <i>Children able to attend a variety of activities through clubs in and out of school to develop confidence and ensure inclusion.</i>	EEF Findings +3 months  1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.  <a href="#">EEF RESEARCH</a>	2	£ 3,500.00	We have subsidised trip and experiences where families in challenging financial situations have required support.  Music lessons for PP children are paid for from our PP funding, allowing an equitable offer of the broader curriculum for everyone.		
Attendance Officer: <i>Monitoring to reduce persistent absentees/incidence of pupils being persistently late</i>		1,3	£ 1,853.00	Attendance work has only become more prevalent - several of our PA also qualify for PP funding, so our attendance-lead (CN) is pivotal in supporting those families in line with the CYC approach to attendance, in order to make sure that our most vulnerable learners are in class all day, every day.  Our most vulnerable PA is in receipt of PP and is targeted for fast-track support, alongside a persistent and rigorous approach from the school to challenge and tackle poor attendance as soon as it happens. This learner's attendance fluctuates and it is imperative tha the work of the attendance officer is tightly focussed on children like this one.  As a school, we have experienced more EBSA than ever before, and again, our attendance lead provides analysis and direction to support the improvement in attendance for these learners and for the school.		
			Total	£ 17,063.00		
			TOTAL COST	£ 50,463.00		

Total PP Allowance (current academic year)	£ 50,045.00
Total PP Allowance (current academic year, including recovery premium)	£ 54,540.00