



Dringhouses

Primary School | York

Pupil premium strategy

This statement details Dringhouses Primary 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	308
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024/25
Statement authorised by	Paul Laycock
Pupil premium lead	Mary-Kate Swiers
Governor / Trustee lead	Luke Zwalf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,140
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£0

Part A: Pupil premium strategy plan

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.

The Pupil Premium Grant and will be utilised to provide:

- Quality First Teaching in the classroom environment for all children
- Raise aspiration through a variety of programmes and activities.
- Designated support for the pastoral needs of children.
- Additional teaching and learning opportunities provided through curriculum enhancement.
- Review same/next day intervention to ensure maximum impact.

Below are some examples of provision the school may use. Decisions on participation are made throughout each year based on assessment and capacity.

Challenges

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

Challenge number	Detail of challenge
1	Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provides 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: academically and socially
2	Social, emotional and mental health needs e.g. self-esteem, anxiety, resilience can have a significant effect on their overall progress. Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.
3	Lack of cultural capital limits experience and inhibits access to and engagement with the curriculum.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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
1. Increase the percentage of children achieving age related expectations and greater depth in writing,	<ul style="list-style-type: none"> • Writing progression of skills mapped out and teachers trained on how to implement this in their planning and delivery. • Monitoring of writing is undertaken with clear CPD opportunities delivered to all staff to improve the quality of teaching in reading. • Clear approach to writing across school. • Gaps in progress are quickly identified and intervention is planned swiftly. • Whole school writing data shows improvement in outcomes.
2. 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&L review meetings to discuss support required and progress made</i>	<ul style="list-style-type: none"> • PP learners, where progress is highlighted as a concern, are swiftly targeted for support that impacts positively on their confidence and competence • Children's gaps in learning will be identified quickly and relevant targets created. • Appropriate support and intervention will be put into place. • Progress during intervention will be monitored closely and reviewed as necessary. • Children will make good progress from their starting points.
3. 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>	<ul style="list-style-type: none"> • 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 PP learners are targeted for attendance at

	<p>extra-curricular activities/opportunities 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, Discounts or full payments to apply for trips, residential, music lessons, clubs after school etc.</p>
<p>4. Through support and relationships children develop and have effective strategies to enable them to focus on their learning.</p>	<ul style="list-style-type: none"> • ELSA in place for children with specific needs. • Intervention spaces used for groups, with focussed intervention in consultation with parents. • Whole school assembly themes linked to school aims, vision, and character. • Strong adult relationships. • Parental engagement developed

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: £23,974

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: Subject Leaders attending training in their subject, time out of class to lead and monitor their subject including creating knowledge and skills progression documents including challenge.</p>	<p>Mark Rowland (2015) ‘To ensure learning is not shallow – ensuring learning is filling gaps and that reviewing skills and embedding knowledge is key. Schools must put in place well researched, comprehensive and flexible plans to address fundamental barriers to learning and attainment.’</p>	<p>1, 2, 3</p>
<p>SLT: SENDCo (SM) to work with PP lead (BMS) to monitor intervention for those children who are PP and SEND. Support provided to staff as necessary to ensure that support is relevant and appropriate.</p>	<p>When professionals adopt a joined up approach, expertise and information can be shared to support children most effectively. In turn support and guidance can be provided to staff members to ensure that intervention provided is relevant, effective and meaningful.</p>	
<p>Leadership release to monitor impact of CPD strategies / Subject lead development strategies and plan: HT, DHT and AHT to monitor practice - learning walks, book reviews, pupil voice</p>	<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>EEF Research</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £16,502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Same and next day interventions delivered by teacher/teaching assistant in order to keep children on track.</p>	<p>Mark Rowland(2015) – Management of TASs – time/role/effectives – review. Careful analysis of need – close monitoring of individuals progress and a shared perception of desired outcomes is essential to ensure progress</p>	

Reading interventions will take place regularly.	Higher attainment in reading indicates better life chances and allows greater access to the wider curriculum. Reading a wide variety of genres will support vocabulary acquisition and comprehension.	1, 2, 3, 5
Phonics catch up - intervention from EY Reading Lead to coach and monitor intervention tutors on the 'Keep up not catch up' element of the SSP programme.	'Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.' EEF. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. EEF	1, 2, 3, 5
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>	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3, 5

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

Budgeted cost: Budgeted cost: £24,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. EEF RESEARCH	4, 5
Peripatetic instrumental lessons 150	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem.	

<p>Children do not always have equal opportunity to take part in enrichment activities outside of school. Further enrichment opportunities are arranged for children that involve leaving the school site and taking part in memorable experiences through school trips. In order for these trips to be provided including the end of year residential for Year 6, school subsidises the cost for all trips and also covers the full cost for all Pupil Premium children in order for them to have equal access. This action will impact children's academic progress through making real life links to their learning and it</p>	<p>EEF toolkit identifies outdoor education learning and collaborative learning having a positive impact on pupil progress (+4/+5).</p>	
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Total budgeted cost: Budgeted cost: £64,865

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
TT Rockstars	www.ttrockstars.com
Seesaw online platform	https://web.seesaw.me
Tapestry Online Learning Journal	https://tapestryjournal.com
Nessy	https://www.nessy.com/en-us
White Rose Maths	https://whiterosemaths.com/
Read Write Inc. Phonics	https://www.ruthmiskin.com/en/programmes/phonics/
Numbots for KS1	https://play.numbots.com/#/intro

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Identified barrier and what we hoped to achieve	Approaches that were implemented	Outcome
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<p>Increase the percentage of children achieving age related expectations and greater depth in reading</p>	<p>All success criteria were successfully implemented.</p> <ul style="list-style-type: none"> • Reading curriculum mapped out. • Reading books arranged to link to phonics stages. • Clear approach to reading across school. • Reading promoted at home – parental engagement a focus in this area 	<p>Data from the end of the Autumn term 2023 shows that 33% of children who are classed as PP met the EXS+ standard for reading.</p> <p>At the end of the Summer term, 42% of pupils met the EXS+ standard for reading, showing a 9% increase over the course of the year.</p> <p>Of the pupils that did not meet the expected standard, in Autumn 33% of those were working below their programme of study in comparison with 24% at the end of the Summer term, proving that for 9% of pupils, the gap is being closed to allow them to access the high quality learning of the rest of their peers.</p>
<p>Whole school attainment data for pupil premium children shows an increase in those pupils who are BLW or WTS</p>	<ul style="list-style-type: none"> • PP learners, where progress is highlighted as a concern, are swiftly targeted for support that impacts positively on their confidence and competence • Children’s gaps in learning will be identified quickly and relevant targets created. • Appropriate support and intervention will be put into place. • Progress during intervention will be monitored closely and reviewed as necessary. • Children will make good progress from their starting points. 	<p>End of Autumn Term Data: Reading: 33% BLW 33%WTS Writing: 48% BLW 30% WTS Maths: 21% BLW 27% WTS</p> <p>End of Summer Term Data: R: 24% BLW 30% WTS W: 30% BLW 39% WTS M: 21% BLW 30% WTS</p> <p>The data shows that, particularly in literacy, progress is being made in moving those pupils who are significantly below into their year groups programme of study and able to access the high quality teaching.</p>
<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 prioritises those learners at a disadvantage. Subject leaders have developed their curriculum areas to insure inclusivity.</p> <p>PP learners continue to be targeted for attendance at extra-curricular activities/ opportunities. 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>	<p>Club attendance for pupils eligible for PP: 94% (whole school 94.48%)</p> <p>Attendance at clubs: Over the year, an average of 165 children attend at least 1 club per half term. On average, 36% of PP learners attended at least one club each half term.</p> <p>100% of children that are classed as PP attend every trip on offer over the academic year. To support this, trips were subsidised by the school to support this attendance.</p>

	Discounts or full payments to apply for trips, residential, music lessons, clubs after school etc.	
Through support and relationships children develop and have effective strategies to enable them to focus on their learning.	<p>ELSA support in place for children with specific needs.</p> <p>Intervention spaces used for groups, with focussed intervention in consultation with parents.</p> <p>Whole school assembly themes continue to be linked to school aims, vision, and character.</p> <p>Strong adult relationships.</p> <p>Parental engagement developed</p>	<p>Approximately half of pupils eligible for pupil premium received ELSA support.</p> <p>Parents engaged with music events across the year and supported with wider school events such as the Christmas fair, Summer Fair.</p> <p>-Ahead of each half termly family event, teachers to make face to face contact with the family to make sure that are aware and know that they are welcome.</p> <p>-Ahead of each parent's evening, if technology is a barrier to booking an appointment, teachers to make over the phone or face to face contact to book an appointment.</p> <p>-Ensure that all families have access to home learning with appropriate provision made if this is not accessible.</p> <p>-Ongoing work with FODS to make sure that events are inclusive to all and build a sense of community for all.</p> <p>-Parent Pay to include to Pay it Forward tab to support the payment of trips for all.</p>