

## 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   | Dalton St Mary's C of E Primary School |
| Number of pupils in school  | 205                                    |
| Proportion (%) of pupil premium eligible pupils   | 10.24%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024 - 2027                            |
| Date this statement was published   | 19/12/2024                             |
| Date on which it will be reviewed   | 19/12/2025                             |
| Statement authorised by   | Michelle Hughes                        |
| Pupil premium lead  | Stephanie Pearson                      |
| Governor / Trustee lead   | Jill Corris                            |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 31,670 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00    |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £31,670  |

## Part A: Pupil premium strategy plan

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>Through data analysis it has been identified that children are struggling with reading across the school.</i>           |
| 2                | Children are struggling with their focus, behaviour and attention which is impacting their learning across the curriculum. |
| 3                | Parents unsure of how to support their children at home, online and with reading.  |
| 4                | Lack of family resources (physical/emotional/financial) which impacts upon life experiences, health and well-being         |

## 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   |
|--|--|
| <p><i>All children will be reaching the expected standard in Reading at the end of key stages</i></p>  | <p>Children will be confident with reading and understanding across the school. Data will show that a large percentage reach the expected standard for reading across the school. School tracking systems, including Tapestry, Cherry Tree and PIVATs, will illustrate progress made by pupils as will Arbor.</p>                        |
| <p>All children will be able to self-regulate through guided strategies, parental and family liaison.</p>  | <p>At least annual surveys for parents, children and staff will show an improvement in this area.<br/>Our behaviour records will also show an improvement.<br/>Weekly Pastoral Meetings will highlight children quickly and enable us to put Early Intervention into place, including SERIS sessions, Early Help and Family Liaison.</p> |
| <p>Pupil Premium children will have access to high quality SERIS support</p>   | <p>SLT will monitor the children who are accessing SERIS to evaluate whether participation in the group is raising self-esteem and engagement. The progress and attainment of these children will be illustrated in the school tracking systems, including Tapestry Cherry Tree and PIVATs.</p>  |
| <p>Children have access to high quality resources to support learning and high-quality emotional support in school.<br/>Families have access to emotional support from school and advice on funding and financial support for educational experiences for their children. Support may be provided for wrap-around care and extra-curricular activities to enrich children's experiences.</p> | <p>Attendance amongst Pupil Premium children is in line with their peers.<br/>Pupil Premium children are accessing extra-curricular activities free of charge, wrap-around care and residential.<br/>All families, who are eligible, are claiming Pupil Premium and other benefits available to them.</p>                                |

## 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: £ 4000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Using high quality teaching resources to enable children to reach their full potential (4000)</i> | <i>EEF highlights high quality teaching of phonics and reading has a low cost/high impact</i> | 1                             |

|  |  |         |
|--|--|---------|
| <i>CPD for all staff in relation to, Metacognition and Self-Regulation, SEND, Quality First Teaching, Parental Engagement, PIVATs and Arbor/Tapestry. (0 cost supported in school and through Local Authority)</i> | <p>The national College advocate that CPD is a way to ensure their skills and knowledge remain current and in line with the latest statutory guidance it can help to update their skill set and strengthen their career development.</p> <p>Staff using Metacognition and Self-Regulation with children is low cost/ high impact shown on EEF</p> <p>Parental Engagement work has low cost and moderate evidence</p> | 2 and 3 |
|--|--|---------|

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

Budgeted cost: £ 18000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>To use targeted small group interventions where the children are identified through diagnostic assessment (£18000)</i>         | <i>EEF states small group tuition is the most effective if targeted at pupils' specific needs.<br/>Also Teaching Assistant Intervention moderate impact for moderate cost</i>   | 1 and 2                       |
| <i>Take part in FPC Reading Project-small group daily reading input-identified through diagnostic assessment FUNDED BY ORCINA</i> | EEF states that the teaching of reading comprehension is a crucial component of reading instruction and taught alongside a high-quality phonics programme can have high impact. | 1 and 2                       |

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

Budgeted cost: £ 9670

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Employ 5 hours of SERIS support each week (£3000)<br/><br/>Also, a Family Support Worker for 1 full day a week-funded by Orcina</i> | Historical data analysis demonstrates progress made by pupils receiving SERIS support. EEF findings support this approach. | 2 and 3                       |

|   |   |                     |
|---|---|---------------------|
| <p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p><i>Residential, Extra Curricular Visits, Wrap Around Care, Enrichments and Experiences Support with school uniform (£6670)</i></p>     | <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</i></p> | <p>3 and 4</p>      |
| <p><i>Improve the engagement of parents through regular communication and invitations into school to keep updated and consulted on changes and new resources being used in and across the school. (no cost)</i></p> | <p><i>EEF states it is crucial to engage with parents to avoid widening attainment gaps. Strategies are typically more effective with very young children.</i></p>  | <p>1,2, 3 and 4</p> |

**Total budgeted cost: £ 31,670**

## 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 2023 to 2024 academic year.

#### Review: last year's aims and outcomes

| Aim   | Outcome  |
|---|--|
| <i>All children will be reaching the expected standard in Maths at the end of key stages</i>                              | <p>72% of all children achieved the expected standard in maths at the end of KS1. Comparative to previous year of 61.5%<br/>100% of children in receipt of PP funding achieved the expected standard in maths. Comparative to 60% achieving the previous year.</p> <p>In KS2 66.7% of all children achieved the expected standard<br/>28.6% of children in receipt of PP funding achieved the expected standard. Out of a group of 6 children-2 children achieved the standard, 1 had significant SEND, 3 had social services involvement, with one of those CLA.</p> <p>Early Years<br/>1 child is PP and did attain the expected standard in maths.<br/>77.8% of all achieved the expected standard for number and 70.4% for numerical patterns.</p> |
| <i>To use targeted small group interventions where the children are identified through diagnostic assessment (£23400)</i> | <p>Reading results KS1: 76% achieved the expected standard<br/>PP children 100% achieved the expected standard</p> <p>KS2<br/>75.8% achieved the expected standard<br/>71.4% of PP children achieved expected</p> <p>Early Years<br/>88.9% of children achieved the expected standard for Comprehension<br/>1 PP child did achieve this<br/>55.6% of all children achieved the expected standard for Word Reading<br/>1 PP child did not achieve this.</p> <p>85.2% of all children met the expected standard for Listening and Attention-the 1 PP child also</p>  |

|  |   |
|--|---|
|  | <p>achieved this<br/>81.5% of children met the expected standard for Speaking-the 1 PP child also achieved this</p> <p>Phonics:<br/>82.8% child left us just before test so data should be 86% of all children achieved the expected standard<br/>33.3% of PP children achieved this, 1 child was on holiday and when assessed outside the window did achieve the expected standard which would take this to 66.6%<br/>1 child was disapplied</p> |
|--|---|

|   |  |
|---|--|
| <p>Pupil Premium children will have access to high quality SERIS support</p>  | <p>Data analysis showed that 66.6% of Pupil Premium children accessed SERIS support, this supported them in being able to access school and supported their mental health and wellbeing. This helped to maintain their attendance at school and helped them to regulate their emotions.</p> <p>Our Pupil Premium and Non-Pupil premium children only have marginal differences of less than 1% within their attendance data, including data on authorised and unauthorised absences.</p>   |
| <p>Children have access to high quality resources to support learning and high-quality emotional support in school.</p> <p>Families have access to emotional support from school and advice on funding and financial support for educational experiences for their children. Support may be provided for wrap-around care and extra-curricular activities to enrich children’s experiences.</p> | <p>66.6% of PP children accessed SERIS support</p> <p>We have 15 Early Helps in place and active across the year.</p> <p>9/21 different Pupil Premium families are supported through Early Help or Child in Need support.</p> <p>We have three Looked After Children who are also receiving support.</p> <p>Our Year 5 and 6 children attended a residential visit. For those children in receipt of PP we supported and subsidised this trip.</p> <p>Also, with the support from ORCINA funding we were able to ensure all children attended an educational visit free of charge.</p> |