

St Dunstan's, Cheam, Church of England Primary School

Pupil Premium Report 2020-21

The Pupil Premium grant is allocated to schools from the Department of Education (DfE) to help pupils from the most deprived backgrounds to achieve their full potential. These include pupils who are entitled to free school meals (FSM) and those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and to raise attainment. It is for schools to decide how Pupil Premium, allocated to schools per FSM pupils is spent. However, they will be held accountable for how they have used the additional funding to support pupils from low income families.

The Pupil Premium funding settlement received by St Dunstan's is calculated on the number of children on roll in the January of each year who are known to have been eligible for free school meals at any time within the last six years, or who are looked after children, or who are children of armed service personnel.

Number of Pupils and Pupil Premium Grant (PPG) received 2020/21

Total number of pupils on roll	416 (Years Reception to 6)
Number of Pupil Premium Children	38
Total Amount of PPG received	£47,075

This year 60% of our disadvantaged children have additional barriers which include SEN, EAL, mental health and well-being barriers.

Having considered the needs of our current disadvantaged group and having analysed the impact of the previous academic year we will use this year's grant in the following way

Project	Cost	Objective	Outcome
EEF NELI programme for YR. <i>(Research based EEF reports that children who received NELI made, on average, +3 months of additional progress in oral language skills compared to children who did not receive NELI.)</i>		20-week programme to develop oral skills of Reception aged children to diminish the difference in oral skills between disadvantaged and non-disadvantaged children. It aims to develop children's vocabulary, listening and narrative skills and, in the last 10 weeks, also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy skills.	Rates of progress in oral language skills of YR disadvantaged children will be in line with non-disadvantaged children.
Experienced third teacher in Y6 for maths, reading and	£6,917	To diminish the difference in attainment and progress to ensure that they are at least in line with the	Rates of progress of disadvantaged children will at least be in line with non-

writing (6hrs/wk for 38 wks) <i>(Research based EEF reports this have an evidence strength of 4)</i>		expectations of non-disadvantaged. To provide challenge for the MA Feedback to be a key strategy to promote progress and attainment	disadvantaged children in each year group.
Experienced third teacher in Y5 for maths and English (2hrs/wk for 38 wks) <i>(Research based EEF reports this have an evidence strength of 4)</i>	£3,533	To diminish the difference in attainment and progress to ensure that they are at least in line with the expectations of non-disadvantaged. Feedback to be a key strategy to promote progress and attainment	Rates of progress of disadvantaged children will at least be in line with non-disadvantaged children in each year group.
Experienced third teacher in Y2 for maths (2hrs/wk for 38 wks) <i>(Research based EEF reports this have an evidence strength of 4)</i>	£2,817	To diminish the difference in attainment and progress to ensure that they are at least in line with the expectations of non-disadvantaged.	Rates of progress of disadvantaged children will at least be in line with non-disadvantaged children in each year group.
TA small group in term – Beat Dyslexia 3x 0.5hrs/wk x30 weeks <i>(Research based EEF reports this have an evidence strength of 4)</i>	£1,558	To ensure that gaps in spelling are plugged; to improve confidence and self-esteem and increase levels of attainment	Children from disadvantaged backgrounds with SEND needs will make at least expected progress in phonics, reading and writing
TA EAL support 1:1 15 mins x 6/ week	£1,168	To ensure gaps in understanding of written and spoken English are plugged; to improve confidence and self-esteem and increase levels of attainment	The children who have EAL and are disadvantaged grow in confidence and make at least expected progress in phonics, reading and writing
Targeted 1-1 and small group support in English and Maths – by TA (1/4hr/2x wk 38wks) for PPG children in EYFS	£824	To ensure prime skills of : listening and attention, understanding etc. are acquired	Children have developed learning dispositions: turn taking, social skills, contributing to discussions, good listening, curiosity and engagement.

<i>(Research based EEF reports this have an evidence strength of 5)</i>			
TA interventions (1/4 hr/3wk for x weeks) for PPG children across the school in class <i>(Research based EEF reports this have an evidence strength of 4)</i>	£2,086	To ensure that any gaps in learning are plugged, to improve confidence, self-esteem and increase level of attainment.	Children from disadvantaged backgrounds will make at least expected progress in R, phonics WM
TA support in small group in class for PPG children in each class (2hrs/wk 38 wks) <i>(Research based EEF reports this have an evidence strength of 4)</i>	£2,606	To ensure that any gaps in learning are plugged, to improve confidence, self-esteem and increase level of attainment.	Children from disadvantaged backgrounds will make at least expected progress in R, phonics WM
TA 1:1 support in class PPG children (1hrs/wk 38 wks) <i>(Research based EEF reports this have an evidence strength of 4)</i>	£9,743		
Beanstalk Readers read with PPG children (4hrs/week x 38 weeks) <i>(Research based EEF reports this have an evidence strength of 4)</i>	£2,600	To diminish difference in attainment and progress in Reading to ensure that they are at least in line with expectations of non PPG children	Rates of progress of disadvantaged children will at least be in line with non-disadvantaged children in each year group. Build confidence and enjoyment in reading and sharing books with an adult
Funding for Y5 PPG children to attend Y5 3 day residential trip to Dalesdown	£735	To have equal opportunity to experience a residential trip with the rest of Y5	The children have the opportunity to develop their team building and independence skills

<i>(Research based EEF reports this have an evidence strength of 4)</i>			and enjoy the social aspect that going away with the rest of the year group entails. It will have a positive impact on their sense of self-worth, self-confidence, motivations and wellbeing.
Funding for Y6 PPG children to attend Y6 5 day residential trip to Wales <i>(Research based EEF reports this have an evidence strength of 4)</i>	£1,500	To have equal opportunity to experience a residential trip with the rest of their Y6 class	The children have the opportunity to develop their team building and independence skills and enjoy the social aspect that going away with the rest of the class entails. It will have a positive impact on their sense of self-worth, self-confidence, motivations and wellbeing.
To provide opportunities to increase the social and cultural capital of our PP children through Day Trips/ Extra Curricular Clubs for PPG children across the school. (Limited currently due to COVID restrictions)	£2,235	100% of PPG children will experience the same opportunities as all other children	No child will miss out on learning and enrichment opportunities
Milk	£120	100% of PPG children will have the same opportunity as all other children to have milk in KS2	No child misses out on milk
School Uniform/ Equipment	£104	100% will have the same uniform and equipment as all other children.	No child will feel/ look different
ELSA Support (Emotional Literacy Support Assistants) (2 x 4 afternoons for 38 weeks) for PPG	£2286	Programme of support to build self-esteem to enable full access to the curriculum. Feelings and attitudes to be assessed at	The children have grown in confidence and developed strategies to manage their feelings. They

children across the school		entering and at end of support (soft data TA report)	feel happy and safe and ready to learn.
FSW (1 afternoon a week for 38 weeks)	£1285	Programme of support for children and their families to build confidence, manage feelings, behaviour and other emotional needs	All children learn strategies to help deal with specific behavioural, personal and emotional difficulties
SENCO support	£5,000	To monitor progress from interventions to ensure they are appropriate to the child's needs and supporting children to diminish difference	Interventions have been successful in supporting PPG children in diminishing differences.
TOTAL	£47,117		

Impact for September 2019 - March 2020: Pupil Premium

Across the whole school 50% of our disadvantaged children had additional barriers such as SEN and/ or EAL and or emotional barriers.

- 70 % of children made expected progress in READING
- 57 % of children made expected progress in WRITING
- 70% of children made expected progress in MATHS

In Year 6

Across Y6 60% of our disadvantaged children had additional barriers such as SEN or/and EAL and or emotional barriers.

- 100 % (5 chn) of our disadvantaged children made expected progress in READING
- 100 % (5 chn) of our disadvantaged children made expected progress in WRITING
- 80% (4 chn) of our disadvantaged children made expected progress in MATHS

Emotional Support – evidence from talking to children, staff and behaviour logs

- Emotional wellbeing support, ELSA support and FSW have provided children with strategies to manage their emotions and relate to others in social situations
- Relationships with other children have improved resulting in fewer behaviour problems in the playground
- Support has enabled children to develop an improved behaviour with increased motivations and determination, resulting in greater focus in class

Extra-Curricular/Enrichment

- Every PPG child experienced the educational visits provided for their class (that took place pre pandemic)
- An increased number of PPG children are taking part in enrichment clubs and representing the school (Pre COVID)