

Pupil premium strategy statement 2022 – 2025

School Vision

*St Dunstan's is a thriving Christian school, guided by the Good Shepherd,
founded on faith, inspiring the best in everyone*

School overview

Detail	Data
School name	St Dunstan's CofE Primary School Cheam
Number of pupils in school	406 (exc Nur)
Proportion (%) of pupil premium eligible pupils	10.8 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022- Year 1 2022-2023 – Year 2 2023 – 2024 – Year 3
Date this statement was published	29/09/22
Date on which it will be reviewed	20/10/23
Statement authorised by	Ms J Corby
Pupil premium lead	Mrs L Porter
Governor lead	Mrs M Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55 400
Recovery premium funding allocation this academic year	£5945
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	£61 345

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of Pupil Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.

At St Dunstan's we recognise that children who receive Pupil Premium funding can face a wide range of barriers which may affect their learning. However, we strongly believe that all pupils can achieve their full potential, despite their disadvantage, if they are given the opportunity and right environment to thrive.

St Dunstan's will invest in a number of whole school strategies and specific, focused interventions for identified groups. The approach has been developed in areas where research has shown the greatest impact. The intent of this strategy is to 'level the playing field' for all pupils within the school to ensure that our disadvantaged pupils have a greater chance of success in life.

We will do this by:

- providing access to a broad, balanced and rich curriculum and enrichment activities
- providing high quality education through quality first teaching so that disadvantaged pupils reach their full potential
- promoting an environment in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- monitoring persistent absence and providing early help support to families
- setting ambitious, aspirational and challenging targets and closely tracking and monitoring disadvantage pupils progress through rigorous assessment
- promoting good mental health and wellbeing

We have carefully targeted the use of our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to reduce the attainment and progress gap between their peers. Our longer term goal is for our children to be prepared for their transition to secondary school and to become confident and articulate members of society where they can actively contribute and flourish.

Challenges

Challenge number	Detail of challenge
1	Assessment data and observations from external consultants has identified that disadvantaged pupils with low oral language skills and vocabulary gaps have struggled in literacy particularly writing.
2	Monitoring, book looks and assessment has highlighted that our disadvantaged pupils are making less than expected progress in writing
3	Pupils Social emotional difficulties including medical and mental health issues have increasingly become a barrier to their learning

4	Persistent absenteeism and lateness contributes to pupils missing much of their education and has led to gaps in their learning
5	Pupils have limited experiences beyond their home life and immediate family community this has led to gaps in their knowledge and experiences and is a real challenge in the writing process
6	Developing consistency in the teaching of 'The Write Stuff' approach to improve writing outcomes for disadvantaged pupils

Intended outcomes

Intended outcome	Success criteria
Improved attainment – 90% disadvantaged pupils reach expected standard or above in reading & writing with 20% achieving a higher standard	<ul style="list-style-type: none"> • EYFS 90% disadvantaged pupils achieve GLD • KS1 90% disadvantaged pupils achieve expected+ standards in RWM • KS2 90% achieve expected+ standards in RWM • Phonics 90% achieve expected+ standards • Staff are delivering phonics confidently • All disadvantaged children pass their phonics screening test • High levels of questioning promotes accelerated learning • Pupils can read / write confidently • Monitoring, data and children's learning books demonstrate accelerated progress • All teaching is good and outstanding • Regular Pupil Progress meetings see a rise in attainment
A reduction in the gap between disadvantaged pupils and their peers	<ul style="list-style-type: none"> • All disadvantaged pupils make good or better progress and data shows that the attainment gap is closed. • Analysis of adapted and personalised lessons and targeted focused support highlights that children made progress • Class teachers and subject leaders receive CPD which helps to improved knowledge and pedagogy • Higher standards and outcomes in writing and reading for disadvantaged pupils • The funds are used effectively to maximise attainment and progress.
Improve Quality of Education	<ul style="list-style-type: none"> • Targetted focused teaching happens regularly and have a clear impact. • High quality provision is informed by research material and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST/ EEF. • Pupils and parents talk about and value an enriched curriculum. This is reflected in pupil and parent questionnaires. • Ongoing CPD to reinforce existing practice and systems in literacy • Teaching and standards in EYFS are good or outstanding

Activity in this academic year

Teaching

Budgeted cost: £18 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing lead to deliver a staff meeting on the principals behind the write stuff approach and introduce word/language games that can be used to spark writing within the 'Write Stuff' approach and in other forms of writing.	<p>All teachers know expectations for writing Staff know the theory behind the approach Pupils will talk about their writing and the writing process with enthusiasm A marked improvement in pupils writing Longer pieces of extended writing Focused book looks targeting disadvantaged pupils and learning walks throughout the year</p> <p>See www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 2 5 6
To provide cover in order for teacher and teaching assistant to attend pupil progress meetings with SLT to identify gaps in learning and plan provision to address these.	Staff are aware of pupils' individual leaning and can contribute to a discussion about the targeted support that they might need.	1 6 2 5
To employ additional part time teacher and support staff to literacy lead to coach and model for staff	<p>CPD allows staff to develop high quality teaching techniques Modelling, monitoring & feedback embeds the good practice across the school</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 6 5
DHT to lead further CPD on most effective feedback	https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 6 5

Targeted academic support

Budgeted cost: £29 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Tutor to deliver 1:3 support as well as targeted focused teaching in reading and writing across the school	Children make good or rapid progress which can be seen in the data assessment and book looks	1 2 3
Use cover teachers to provide tutoring for children		
NELI for identified children	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffieldearly-language-intervention	1 2
Provide targeted, structured interventions to children across the school using catch up funding and pupil premium funding. Interventions to be monitored by SENDCo and evaluated by DHT.	Provision of quality first teaching, mastery curriculum and effective challenge for children identified as needing to catch-up. See: www.gov.uk/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1 2
Reading interventions carried out by Beanstalk Reader.	Soft data through pupil voice demonstrates an increased love of reading and books through this 1:1 intervention	1

Wider strategies

Budgeted cost: £ 24 345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide early professional intervention for children with emotional, developmental, behavioural, mental barriers to their learning.</p> <p>Identified children receive ELSA/ SEMH</p> <p>Referrals will also be made to other agencies as required e.g. CAMHS Children in receipt of PVP have the opportunity to extend their life experiences through the subsidised trips.</p>	<ul style="list-style-type: none"> All behaviour, assessment, and intervention systems are embedded in order to improve learning behaviour. Behaviour for learning is good and very good in all classes, reflected in monitoring and questionnaires. CPOMS have incidents or behaviour as well as safeguarding recorded on the system https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learnig-toolkit/social-andemotional-learning 	5 4 3
Improved resources and support for PP children and families	<ul style="list-style-type: none"> The school will invest in a Family Support Worker Family Support Worker provides families with advice, training and support. Families in need can get support with meeting basic needs Family Support Worker will support with home routines to reduce persistent absenteeism 	4 5 3

	<ul style="list-style-type: none"> • https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • Children offered uniform / equipment supplement to alleviate any potential financial barrier to children attending school. 	
PP children access extracurricular activities	<ul style="list-style-type: none"> • Children attend training and play in local football tournaments (KS2). • Children in KS2 enjoy participating in a wide range of Sutton sports tournaments. • A wide range of targeted curriculum enrichment and enhancement activities. • Provision of a range of initiative to extend children's experiences, see: See: www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully • Arts participation has been shown to have a moderate for low cost. (EEF Toolkit) Clubs include arts options as well as other extracurricular activities. • 	5 4 3
Part funding for residential trips in Y5 and Y6.	<ul style="list-style-type: none"> • Outdoor adventure learning is recognised by Education Endowment Foundation as a method to increase pupil progress. 	5 4
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	<ul style="list-style-type: none"> • All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment. 	3 4 5
Persistent absence and attendance	<ul style="list-style-type: none"> • Purchase EWO support • Personalised approach adopted to raise attendance to 96% See: www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully • Rewards for good attendance and punctuality • Provide free breakfast club to encourage children to come to school earlier • Pupils are safe and are confident in themselves and can manage their emotions effectively. • Strengthened partnership with parents/carers. • Parents/Carers regularly support pupils with home learning 	1 3 4 5
Vulnerable children are allocated a PP champion (teachers, support staff and SLT) who will meet with them regularly to provide support/alleviate barriers.	<ul style="list-style-type: none"> • https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 	3 4

Total budgeted cost: £ 61 345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Subject	In-Year Progress Outcomes using teacher assessment	Attainment Outcomes using TA assessments
Reading	<p>Y1-Y6: % of PPG children made expected progress or more</p> <p>Y2: 67% of PPG children made expected progress or more</p> <p>Y6: 100% of PPG children made expected progress or more</p> <p>Y6: 60% of PPG children made expected progress or more from Y2</p>	<p>Y1-Y6: % PPG children achieved ARE+</p> <p>Y2: 33% PPG children achieved ARE+</p> <p>Y6: 63% PPG children achieved ARE+</p>
Writing	<p>Y1-Y6: % of PPG children made expected progress or more</p> <p>Y2: 67% of PPG children made expected progress or more</p> <p>Y6: 100% of PPG children made expected progress or more</p> <p>Y6: 40% of PPG children made expected progress or more from Y2</p>	<p>Y1-Y6: % PPG children achieved ARE+</p> <p>Y2: 0% PPG children achieved ARE+</p> <p>Y6: 56% PPG children achieved ARE</p>
Maths	<p>Y1-Y6: % of PPG children made expected progress or more</p>	<p>Y1-Y6: % PPG children achieved ARE+</p>

	Y2: 78% of PPG children made expected progress or more Y6: 100% of PPG children made expected progress or more Y6: 60% of PPG children made expected progress or more from Y2	Y2: 50% PPG children achieved ARE+ Y6: 31% PPG children achieved ARE
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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
Little Wandle	Little Wandle Letters and Sounds
Beanstalk Readers	Conran

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.