

Pupil premium strategy statement 2024 – 2025

School Vision

‘Guided by God to love, trust, hope, serve and inspire the best in everyone.’

St Dunstan’s, Cheam, C of E Primary School is a vibrant, inclusive and innovative learning community underpinned by our Christian values.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St Dunstan’s, Cheam, CofE Primary School Cheam
Number of pupils in school	394 (inc Nur)
Proportion (%) of pupil premium eligible pupils	8 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 - Year 1 2025 - 2026 – Year 2 2026 – 2027 – Year 3
Date this statement was published	20/12/2024
Date on which it will be reviewed	01/12/2025
Statement authorised by	Mrs A Mann
Pupil premium lead	Mrs L Porter
Governor lead	Mrs M Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020
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	£64,020

Part A: Pupil premium strategy plan

Statement of intent

- 1 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.
- 2 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.
- 3 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.
- 4 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
- 5 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	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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. In KS1, there is a 12% difference between

	the disadvantaged and non-disadvantaged group's achievement of the expected standard which increases to 18% by the end of KS2.
3	Monitoring, book looks and assessment has highlighted that our disadvantaged pupils are making less than expected progress in writing. This is primarily the boys with additional barriers. 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 The gap between groups is 24% in KS1, however, this does slightly reduce in KS2 to 19%.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap in KS1 is 24% reducing slightly to 20% in KS2.
5	Pupils Social emotional difficulties including mental health issues have increasingly become a barrier to their learning this includes children in the EYFS
6	Our assessments, observations and professional discussions indicate that a number of PP pupils are on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress. 65% of children on the PPG register have additional needs (SEN, EAL, SEMH)

Intended outcomes

Intended outcome	Success criteria
Improved attainment – 80% disadvantaged pupils reach expected standard or above in reading & writing with 20% achieving a higher standard	<ul style="list-style-type: none"> EYFS 80% disadvantaged pupils achieve GLD KS1 75% disadvantaged pupils achieve expected+ standards in RWM KS2 70% 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 and in the moment feedback promote 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 - Colourful Semantics will support spoken and written language learning of disadvantaged pupils with additional barriers. Flash Academy used at home and school to reinforce phonics, grammar and vocabulary for disadvantaged and EAL pupils. The funds are used effectively to maximise attainment and progress.
Improve Quality of Education	<ul style="list-style-type: none"> Targeted focused teaching happens regularly and has a clear impact. Teachers can articulate how they are adapting and personalising learning 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
Increased resilience of disadvantaged children	<ul style="list-style-type: none"> Children actively engaged in lessons Children showing problem solving skills when faced with challenge Children are able to articulate their emotions Children are able to use strategies to manage strong feelings

Activity in this academic year

Teaching

Budgeted cost: £19 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teaching and learning through the school by:</p> <ul style="list-style-type: none"> reviewing teaching and learning policy CPD in Active learning techniques Review of Literacy and Numeracy teaching and curriculum CPDL delivered by DHT on effective feedback 	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-updated-key-stage-2-literacy-guidance</p> <p>https://d2tic4wvo1iusb.cloudfront.net/product/eef-guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf?v=1733664748</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 2 3
<p>Increase staff skills and knowledge of teaching pupils with SEND:</p> <ul style="list-style-type: none"> CPDL on understanding Neurodiversity CPDL on adapting teaching CPDL writing effective learning support plans (IEPs) 	<p>https://d2tic4wvo1iusb.cloudfront.net/product/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1733661188</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p> <p>https://asset.nasen.org.uk/Teacher%20SEND%20handbook%2030th%20January%202024.pdf</p>	1234
<p>All staff CPD on Zones of Regulation</p> <p>Y5 to take part in an action research initiative about building self esteem and resilience.</p>	<p>Kuypers (2011) acclaimed the Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners. The framework is designed to help move students toward more independent</p>	4

	regulation while also honouring and respecting each student and their unique self.	
<p>Staff to use relational approach to behaviour:</p> <ul style="list-style-type: none"> Reviewed behaviour policy (based on intrinsic motivation) Strong vision and values underpin policy CPDL on assertive behaviour management Staff who completed Action Research about Reducing Anxiety to share with staff 	<p>EEF– educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://www.shirleyclarke-education.org/course/reducing-anxiety-in-our-schools/ https://cumbria.gov.uk/elibrary/Content/Internet/537/6381/6388/44573151759.pdf https://teacherhead.com/2024/04/02/a-behaviour-perspective/</p>	4
Rigorous tracking of pupils through termly progress meetings	Staff are aware of pupils' individual learning and can contribute to a discussion about the targeted support that they might need.	123
Intervention groups are used to support pupils and close gaps in learning using skilled staff	<p>CPD allows staff to develop high quality teaching techniques</p> <p>Modelling, monitoring & feedback embeds the good practice across the school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	123

Targeted academic support

Budgeted cost: £26, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured Interventions e.g. Little Wandle SEND and Keep up sessions for Phonics.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Children make good or rapid progress which can be seen in the data assessment and book looks</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as</p>	1 2 3

	regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Small group tuition Teaching and Learning Toolkit EEF	
NELI for identified children	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1 2
Provide targeted, structured interventions to children across the school by a trained teacher. 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/the-pupil-premium-how-schools-are-spending-the-funding-successfully https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	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: £ 20,000

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 support/ interventions</p> <p>Referrals will also be made to other agencies as required e.g. CAMHS</p> <p>Children in receipt of PP 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-learning-toolkit/social-andemotional-learning 	5 4 3

<p>Improved resources and support for PP children and families</p>	<ul style="list-style-type: none"> • The school will invest in additional time for the Family Support Worker • Family Support Worker provides families with advice, training and support. Families in need can get support with meeting basic needs https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf; • Family Support Worker will support with home routines to reduce persistent absenteeism • PPG lead will arrange for termly coffee morning where FSW, Family Hub worker and school nursing service can support families • https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning • Children offered uniform / equipment supplement to alleviate any potential financial barrier to children attending school. 	<p>4 5 3</p>
<p>Provide workshops for parents and 1:1 sessions to increase their confidence in supporting their children's learning.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf;</p>	<p>1 2 3 4</p>
<p>PP children access extracurricular activities</p> <p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. Purplemash, TT Rockstars)</p>	<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: www.gov.uk/publications/thepupil-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. • Children receive subsidised music lessons/ music holiday clubs and have the opportunity to perform. <p>Disadvantaged children to have funded trips and visit places, including residential trips.</p> <p>To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Employment of Arts Lead to champion engagement of outside agencies, music lessons, cultural partnerships etc.</p> <p>Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP children to online learning platforms (e.g. Purplemash, TT Rockstars)</p>	<p>5 4 3</p>

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
School provide uniform and resources for learning	<ul style="list-style-type: none"> All pupils have the necessary equipment. 	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
Vulnerable children have access to same range of books as rest of children		1 2 3
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5 6

Total budgeted cost: £ 65,000 (rounded)

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
GLD	No PPG children	No children children
Phonics		Y1 - 75% PPG met the standards
Reading	<p>Y2-Y6: 68% of PPG children made expected progress or more</p> <p>Y2: 71% of PPG children made expected progress or more</p> <p>Y6: 75% of PPG children made expected progress or more</p>	<p>Y1-Y6: 66% PPG children achieved ARE+</p> <p>Y2: 71% PPG children achieved ARE+</p> <p>Y6: 75% (Nat 60%) PPG children achieved ARE+</p>
Writing	<p>Y2-Y6: 65% of PPG children made expected progress or more</p> <p>Y2: 86% of PPG children made expected progress or more</p> <p>Y6: 63% of PPG children made expected progress or more</p>	<p>Y1-Y6: 59% PPG children achieved ARE+</p> <p>Y2: 57% PPG children achieved ARE+</p> <p>Y6: 75% (Nat 58%) PPG children achieved ARE+</p>
Maths	<p>Y2-Y6: 62.2% of PPG children made expected progress or more</p> <p>Y2: 71% of PPG children made expected progress or more</p> <p>Y6: 50% of PPG children made expected progress or more</p>	<p>Y1-Y6: 54% PPG children achieved ARE+</p> <p>Y2: 71% PPG children achieved ARE+</p> <p>Y6: 63% (Nat 59%) PPG children achieved ARE+</p>

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that, despite some strong individual

performances and the increase in the number of disadvantaged pupils achieving ARE in reading, writing and maths, the attainment of the school's disadvantaged pupils in 2023/24 continues to be below that of their peers. The gap in progress remains high. The smallest gap this year is in writing, an area of focus during 2023/24.

Our analysis suggests that the primary reason continues to be the additional barriers that many of our children have including SEND, EAL and the social and emotional challenges. Interventions such as Colourful Semantics provide scaffolded sentences that develop the pupils oral and written skills which can then be applied across the curriculum. Flash Academy alongside Colourful Semantics has supported our EAL pupils both at home and school developing their phonics knowledge as well as developing their wider vocabulary. Both interventions will be continued next year.

We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan. ELSA sessions have been instrumental in supporting children with their social, emotional and mental health. This support will continue as well implementing strategies across the school that were piloted through the 'Reducing anxiety in the classroom' programme. This pilot had a positive impact. One of the SDP priorities for 24/25 focuses on an inclusive learning community ensuring that no child is left behind and highlights that all are successfully included and progressing. This will continue to further support those disadvantaged children with additional barriers.

Speech and Language: The Speech and Language and NELI programme has supported a range of children across the school with 1:1 and small group interventions developing children's speech and language skills therefore increasing their ability to access the curriculum.

Absence among disadvantaged pupils was 0.3% higher than their peers in 2023/24 while persistent absence for disadvantaged pupils was 9% lower. While the PA gap is reducing this will remain a key focus next year.

Cultural capital: Music lessons, school trips/experiences and participation in school/ borough teams were attended by a larger number of disadvantaged pupils this year. These will continue next year. School uniform and other equipment was provided to families to support when needed. This provision and support will continue next year. In addition the PTFA supplement all their events to further support the disadvantaged children.

These results mean that we have not achieved all the outcomes that we set out to achieve by 2023/24, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use

some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
Flash Academy	Flash Academy

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.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out

which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.