



ST. DUNSTAN'S, CHEAM, C OF E PRIMARY SCHOOL PUPIL PREMIUM STRATEGY STATEMENT 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	St Dunstan's, Cheam, Church of England Primary School
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2023/2024 Year 1
Date this statement was published	10 th December 2021
Date on which it will be reviewed	20 th July 2022
Statement authorised by	Ms J Corby
Pupil premium lead	Mrs L Porter
Governor / Trustee lead	Mr S Kingdom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,420
Recovery premium funding allocation this academic year	£ 5,800
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	£ 61,220

Part A: Pupil premium strategy plan

Statement of intent

- At St Dunstan's, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the pupil premium funding face specific barriers to reaching their full potential, and at St Dunstan's, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social and emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance, persistent absenteeism and lateness of PP/disadvantaged children.

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>Disadvantaged pupils achieve at least the expected standard of attainment from their previous year (in Reading, Writing and Maths) and previous key stage; those who have below ARE make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure that children who have fallen behind receive targeted high-quality intervention monitored by SENDCo/ PP lead.</p>	<p>End of summer 2021/22 data will show that 90% of disadvantaged children will have made expected progress from the previous summer.</p> <p>End of summer data will show that 10-20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that the interventions have had a positive impact on the disadvantaged children's learning and has helped accelerate progress.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>PPG lead/ SENDCo and HT identify and support families and children to alleviate barriers to learning.</p> <p>Identified children receive ELSA, are given roles in school to boost self-esteem e.g. reading buddies, play leaders.</p> <p>Vulnerable children are allocated a PP champion (teachers, support staff and SLT) who will meet with them regularly to provide support/alleviate barriers.</p> <p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers are alleviated where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning</p>	<p>St Dunstan's curriculum will provide pupils with exciting and varied learning opportunities. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in the children.</p>

	<p>Teachers and support staff will plan a wide range of visits/ hook days/experiences to inspire, excite, enthuse and enhance memorable learning.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p> <p>All disadvantaged children will be punctual.</p>	<p>Disadvantaged pupils will match or exceed the national attendance averages for non-disadvantaged pupils (96%+).</p> <p>Monitoring of attendance and lateness by DHT brings about an increase in PP pupils' attendance, reduction in persistent absence and reduced lateness.</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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continued Professional Development for teachers and TAs across the school. Impact of CPD event recorded and monitored.	Quality/ at least good teaching in all classes every day. Provision of interventions/ challenge for children identified as needing catch-up. See www.gov.uk/publications/the-	1

<p>DHT to lead CPD on most effective feedback</p> <p>DHT and SENDCO lead TA training on MPTA. TA/LSA/ELSA release time to received CPD on maximising their role.</p> <p>CPD evidence-based pedagogy; SSP Little Wandle Letters and Sounds ; EYFS 2021</p>	<p>pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Staff given pedagogy training for phonics and EYFS curriculum</p>	
<p>Funding for experienced teacher to work across KS2 to provide support for disadvantaged pupils in English and Maths. Teachers to work with existing teachers to team teach and work independently.</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Reducing class size is recognised by EEF as a method of increasing pupil progress.</p>	1

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>Provide targeted, structured interventions to children across the school using catch up funding and pupil premium funding.</p> <p>Interventions to be monitored by SENDCo and evaluated by DHT.</p> <p>Interventions to be carried out by teachers and teaching assistants within school.</p> <p>NELI for identified children (release costs).</p> <p>Reading interventions carried out by Beanstalk Reader.</p> <p>Teachers to provide booster group (30 mins, 5 days a week for 10 weeks before school) tuition to targeted and disadvantaged pupils.</p>	<p>Provision of quality first teaching, mastery curriculum and effective challenge for children identified as needing to catch-up.</p> <p>See: www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Teaching reading comprehension is recognised by EEF as a method of increasing pupil progress when it supplements traditional methods. (using VIPERS)</p> <p>EEF Guide to Pupil Premium (2019) - There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling pupils.</p>	<p>1</p> <p>1 and 2</p> <p>1 and 2</p> <p>1 and 2</p> <p>1 and 2</p>

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

Budgeted cost: £17,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEN and DHT time to support families with high SEND and PP children. PPG lead/ SENDCo and HT identify and support families and children to alleviate barriers to learning.</p>	<p>https://sandbox.educationendowmentfoudnation.Org.uk/eduvation-evidence/teaching-learnig-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p>Identified children receive ELSA/ SEMH.</p>	<p>ELSA interventions meet the needs of pupils (including friendship, self-esteem, managing anger and working with others) encouraging development and increasing access to learning.</p>	<p>2</p>
<p>Vulnerable children are allocated a PP champion (teachers, support staff and SLT) who will meet with them regularly to provide support/alleviate barriers.</p>	<p>https://sandbox.educationendowmentfoudnation.Org.uk/eduvation-evidence/teaching-learnig-toolkit/social-and-emotional-learning</p>	<p>2</p>
<p>All PP children are offered uniform / equipment supplement to alleviate any potential financial barrier to children attending school.</p>		<p>2 and 3</p>
<p>Loan of IT equipment.</p>	<p>Use of digital technology for learning is recognised by EEF as a method of increasing pupil progress when supplementing traditional teaching.</p>	<p>3</p>

<p>All children in school to be given opportunity to participate in activities that enhance and broaden the curriculum and their learning experiences.</p> <p>This will be achieved through each year groups planning enriching experiences and activities.</p>	<p>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</p>	3
<p>Funded after-school clubs each week (3 clubs a year).</p>	<p>Arts participation has been shown to have a moderate for low cost. (EEF Toolkit) Clubs include arts options as well as other extra-curricular activities.</p>	4
<p>Part funding for residential trips in Y5 and Y6.</p>	<p>Outdoor adventure learning is recognised by Education Endowment Foundation as a method to increase pupil progress.</p>	2 and 3
<p>DHT to ensure that parents are aware of expected attendance levels when they fall below 90%.</p> <p>DHT to ensure parents aware when lateness rises.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism. See:www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	4

Total budgeted cost: £61,220

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 2020 to 2021 academic year.

Subject	In- Year Progress Outcomes using teacher assessment	Attainment Outcomes using teacher assessment
Reading	<p>Y1 –Y6: 77% of PPG pupils made expected progress or more</p> <p>Y2: 86% of PPG pupils made expected progress or more</p> <p>Y6: 100% of PPG pupils made expected progress or more <i>Y6: 69% of pupils made expected progress or more from Y2</i></p>	<p>Y1 –Y6: 56% of PPG pupils achieved ARE+</p> <p>Y2: 71% of PPG pupils achieved ARE+</p> <p>Y6: 63% of PPG pupils achieved ARE+</p>
Writing	<p>Y1 –Y6: 77% of PPG pupils made expected progress or more</p> <p>Y2: 72% of PPG pupils made expected progress or more</p> <p>Y6: 88% of PPG pupils made expected progress or more <i>Y6: 69% of PPG pupils made expected progress or more from Y2</i></p>	<p>Y1 –Y6: 47% of PPG pupils achieved ARE+</p> <p>Y2: 54% of PPG pupils achieved ARE+</p> <p>Y6: 63% of PPG pupils achieved ARE+</p>
Maths	Y1 –Y6: 77% of PPG pupils made	Y1 –Y6: 54% of PPG pupils

	<p>expected progress or more</p> <p>Y2: 85% of PPG pupils made expected or more</p> <p>Y6: 88% of PPG pupils made expected or more</p> <p><i>Y6: 74% of PPG pupils made expected progress or more from Y2</i></p>	<p>achieved ARE+</p> <p>Y2: 71% of PPG pupils achieved ARE+</p> <p>Y6: 63% of PPG pupils achieved ARE+</p>
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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