

Pupil premium strategy statement 2021 – 2024

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 Cheam CofE Primary School Cheam
Number of pupils in school	396 (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	29/09/2022
Date on which it will be reviewed	19/10/2024
Statement authorised by	Mrs L Porter
Pupil premium lead	Mr L Porter
Governor lead	Mrs M Thorpe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,645
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	£69,645

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	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 and to a lesser extent in maths.
2	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.

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 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 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: £19 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to receive refresher training (new staff receive training) to deliver 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>	<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 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
<p>All staff to receive refresher training (new staff receive training) on the use of manipulatives in mathematics. Subject lead to model lessons for new staff/ less confident staff.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1701074001 All teachers know the expectations in the use of manipulatives to scaffold in maths.</p>	1
<p>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.</p>	<p>Staff are aware of pupils' individual learning and can contribute to a discussion about the targeted support that they might need.</p>	1 6 2 5
<p>To employ additional part time teacher and support staff to literacy lead to coach and model for staff</p>	<p>CPD allows staff to develop high quality teaching techniques Modelling, monitoring & feedback embeds the good practice across the school https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 6 5
<p>DHT to lead CPD to remind/ introduce new staff on most effective feedback</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 6 5

<p>A KS1 & KS2 teacher to take part in a research project 'Reducing anxiety in the classroom'. Strategies to then be shared across the school</p>	<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/</p> <p>Approaches to teaching support pupils to think about their own learning more explicitly. This will foster intrinsic motivation; individual praise given regularly and children’s self-esteem nurtured to ensure a love of learning. This will create a positive and supportive classroom culture where every student feels valued and appreciated for their unique strengths and contributions. This inclusive environment fosters collaboration and mutual respect among peers.</p>	<p>1 2 3 5</p>
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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>Children make good or rapid progress which can be seen in the data assessment and book looks</p>	<p>1 2 3</p>
<p>NELI for identified children</p>		<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffieldearly-language-intervention</p>	<p>1 2</p>
<p>Provide targeted, structured interventions to children across the school by a trained teacher. Interventions to be monitored by SENDCo and evaluated by DHT.</p>		<p>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://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1 2</p>
<p>Reading interventions carried out by Beanstalk Reader.</p>		<p>Soft data through pupil voice demonstrates an increased love of reading and books through this 1:1 intervention</p>	<p>1</p>

Wider strategies

Budgeted cost: £ 24 645

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</p> <p>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-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. 	4 5 3
<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>PP children access extracurricular activities</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/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 	5 4 3

	<p>include arts options as well as other extracurricular activities.</p> <ul style="list-style-type: none"> • Children receive subsidised music lessons/ music holiday clubs and have the opportunity to perform. 	
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.	<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
School provide uniform and resources for learning	<ul style="list-style-type: none"> • All pupils have the necessary equipment. 	3 4 5
Persistent absence and attendance - release time for teacher	<ul style="list-style-type: none"> • EWO support • Personalised approach adopted to raise attendance to 96% See:www.gov.uk/publications/the-pupil-premium-how-schools-are-spendng-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
Vulnerable children have access to same range of books as rest of children		

Total budgeted cost: £ 69 645

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 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, the attainment of the school's disadvantaged pupils in 2022/23 continues to be below that of their peers. The gap in progress is decreasing particularly in reading and maths. However the gap in writing remains higher, especially the boys in KS2. Our analysis suggests that the reason for this is primarily 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 as piloting the 'Reducing anxiety in the classroom' programme in two year groups where numbers of disadvantaged pupils is higher, where progress is slower and where the greatest impact of the pilot may be seen.

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. A focus on Speech and Language will be continued next year. In developing the pupils' oracy this then feeds into their written language across the curriculum.

Absence among disadvantaged pupils was 0.3% higher than their peers in 2022/23 and persistent absence 3.4% higher. We recognise this gap is too large which is why attendance will continue to be a key focus next year.

These results mean that we are not at present on course to achieve 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.

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.

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.