# Pupil premium strategy statement

## 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 | North Duffield CP School |
| Number of pupils in school | 119 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to  2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Andrew Russell, Headteacher |
| Pupil premium lead | Andrew Russell & Jo-Anne Smith, |
| Governor / Trustee lead | Richard Brown, lead for disadvantaged pupils |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £18830 |
| Recovery premium funding allocation this academic year | £2030 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5659.23 |
| **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 | £26519.23 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At North Duffield School intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers or have found learning at home difficult during the pandemic. The use of staff, activities and strategies we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be raised rapidly, sustained and improved alongside our identified vulnerable and disadvantaged pupils.  Alongside high-quality teaching, pupils are taught the metacognition strategies of resilience, reciprocity, resourcefulness and reflectiveness. We want our pupils to acquire the skills and attitude to grow as learners for life, to enable them to succeed in and beyond North Duffield School.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (specifically School Based Tutors) for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified using researched and appropriate interventions for maximum impact. * Regularly monitor and review individual assessments and the impact of high-quality teaching and specific interventions, making changes when necessary to improve progress. * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

|  |  |
| --- | --- |
| 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, with disadvantaged pupils a part of this group. |
| 2 | Our most recent tracking data (end of Autumn Term 2021) indicates that 57% of Pupil Premium and vulnerable pupils have low attainment.  Our assessments and observations indicate that the education and well-being being of many of these pupils have been impacted by school closures, these findings are supported by national studies. This has resulted in widening gaps, particular in maths and reading. |
| 3 | Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in the core subjects. |
| 5 | Our assessments (including well researched and newly implemented wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of social interactions and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support to the school’s Pastoral Support Officerhave markedly increased during and after the pandemic. |
| 6 | Our internal monitoring indicates that all pupils, including Pupil Premium pupils’ learning behaviours are poorer than before the pandemic. This has resulted in pupils resilience and resourcefulness, in particular, impacting on progress within the core subjects. |

## 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 |
| Improved oral language skills and vocabulary among disadvantaged pupils specifically in KS1. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils in KS1. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that the progress of disadvantaged pupils is positive from their KS1 attainment. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that the progress of disadvantaged pupils is positive from their KS1 attainment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * use of diagnostic assessments to show impact of strategies. * a reduction in the number of lost days for learning. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To develop and sustain improved learning behaviours through embedding metacognition strategies, 1:1 and small group work with the school’s Pastoral Support Officer . | Sustained learning behaviours and attitudes towards learning lead to   * rapid progress towards age expected attainment. * Positive responses to parent and pupil surveys * Impacts shown through assessment questionnaires. |

## 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: **£7,000**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Research and purchase of standardised diagnostic assessments by assessment lead, supported by Literacy and Mathematics leads.  Training for staff to ensure assessments are interpreted and administered correctly.  Staff will use new and adapted assessments to identify gaps and underachievement as well as showing progress. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  Staff to use assessments to identify gaps in learning and support teacher assessments. Information will be used to also identify whole school priorities in reading and maths, leading to CPD if appropriate. | 1, 2, 3 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase Launchpad for Literacy and fund ongoing teacher and Support Staff training and release time.  Staff will implement and embed Launchpad in KS1, measuring impact on pupil vocabulary. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. | 1 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  Literacy Lead to research and purchase programme and lead the implementation and evaluation.  Whole staff training in 2022. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: | 2, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund mathematics lead release time to embed key elements of the maths mastery curriculum in school and to monitor implementation of resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches | 3 |
| Provide middle leaders adequate time to carry out duties effectively | Given additional time for middle leaders enables them to research and focus on implementing and monitoring strategies and techniques to improve progress and attainment | 1, 2 ,3 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) | 5 |

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

Budgeted cost: **£3000**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase Launchpad for Literacy to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: | 1 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our literacy lead. | Synthetic phonics approaches have a strong evidence base indicating a positive impact on pupils reading, particularly from disadvantaged backgrounds.  Targeted phonics when delivered will be via same day, small group or 1:1 extra practice/ teaching following the new reading framework guidance and school policy. | 2 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  Provide School Based Tutor CPD to enable staff to lead sessions with disadvantaged and vulnerable pupils | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups:  Doodle Maths and Reading Eggs have been purchased and computers provided (if necessary) to continue maths and reading outside of school. Staff are able to analyse and monitor work completed and develop interventions and show progress  A proportion of disadvantaged pupils have been identified as falling behind in mathematics. A 15 week programme for these pupils, 1:1, will enable these pupils to close the gap. | 2, 3 |
| Establish one to one, small group interventions to support pupils acquisition of skills and knowledge using a range of well researched interventions. | Enables adults to work with pupils either 1:1 or in small groups in and out of the classroom to introduce or reinforce skills.  One to one tuition is very effective at improving pupil outcomes and providing targeted support for pupils that have been identified as having low prior attainment or are struggling with specific areas.  Phonics has a positive impact on the majority of children, further 1:1 or small group interventions will develop this important component of early reading. | 1, 2, 3 |

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

Budgeted cost: **£16000**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on safeguarding, behaviour management and anti-bullying approaches with the aim of developing our school ethos and further improving consistency across school. | Both targeted interventions and universal approaches can have positive overall effects: | 5 |
| Provide, introduce and implement a range of activities to promote and support pupil’s social and emotional wellbeing.  Employ and train school Pastoral Support Officer to work with pupils, parents and staff on behaviour, wellbeing, attendance and learning within the classroom and at home.  Purchase Boxall profile to measure pupil wellbeing, releasing PSO to deliver, analyse and report on the assessment  Purchase “Jigsaw” RSHE scheme for the whole school to develop relationship and health. Release time for subject lead and CPD for all staff to implement in their classes. | Pupils in school have poorer learning behaviours after the pandemic. Working with the children in class and small groups (Lego Club, Zones of Regulations, Peer groups) and involving parents and staff will develop pupils confidence in school. This will have a positive impact on attendance and attainment.  Measuring impact of interventions and wider strategies will lead to improved progress and wellbeing.  Children have been out of education in 2020-21 and have found relationships and emotions difficult, especially younger disadvantaged pupils. The programme will benefit all children and enable discussions and work on how to develop healthy, safe relationships. | 5, 6 |
| Provide equal access to extra curricular activities, residentials and educational visits. | Experiences outside the school building are important to all pupils, especially disadvantaged pupils to develop their understanding of the world. To fund part or all of these experiences will help the pupils to build self-esteem, knowledge, confidence and independence. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1, 2, 3, 4, 5, 6 |

**Total budgeted cost: £26000**

# 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.

|  |
| --- |
| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by staff creating work packs that included class novels, dictionaries, stationary, daily spelling work and reading books. The school also used of online resources such as those provided by White Rose Maths, Hamilton Trust, Twinkl and TT Rockstars  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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. |

# Further information

|  |
| --- |
| **Additional activity**  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](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). 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.   We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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. |