

Pupil premium strategy statement for Dunkirk Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	356 (October '23)
Proportion (%) of pupil premium eligible pupils	35.4% (October '23)
Academic year/years that our current pupil premium strategy plan covers	2022-2025 This is the second year's updated plan
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Heidi Hollis
Pupil premium lead	Steve Parry
Governor / Trustee lead	Steve Whalley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (23-24)	£144,740
Recovery premium funding allocation this academic year	-
School led tutoring	-
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	-
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£144,740

Part A: Pupil premium strategy plan

Statement of intent

Our 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also 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 pupils require the most support. This is proven to have the greatest impact on closing the disadvantage 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 sustained and improved alongside progress for their disadvantaged peers.

We believe that attainment in the core subjects, and reading in particular, is the key to our pupils' enjoying a successful future, and therefore prioritise these areas predominately within our Pupil Premium strategy. Success in these areas, alongside good attendance and behaviours for learning, are critical in unlocking achievement in the wider curriculum and in life in primary and secondary schools, and fulfilment in the next stage of schooling and the adult world.

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 disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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. Sustaining and improving reading skills	<p>Assessments and observations show that reading is a key barrier to many of our pupils' achievement both within English and in the wider curriculum.</p> <p>2021-22 Key Stage 2 results were improved but still lagged slightly behind the national average (69% compared to 74%). The percentage of disadvantaged pupils attained the expected level was equal to that of their non-disadvantaged peers, although below at the greater depth standard.</p> <p>2022-23 saw another improvement and the percentage of the disadvantaged pupils attaining the expected level increased to above the national average of all pupils (79% compared to 72.6%) and significantly above the attainment of disadvantaged pupils nationally (79% compared to 60%).</p> <p>The percentage of disadvantaged attaining the higher standard is well below the national attainment of all pupils (16% compared to 29%).</p> <p>Internal data of pupils across key stage 2 is not consistent with this outcome and, therefore, to ensure the 2024-25 aim is achieved securely, we continue to focus on reading as a key aspect of the Pupil Premium strategy.</p> <p>By 2024-25, Key Stage 2 attainment needs to be in line and above the national average. The progress scores should continue to show that disadvantaged pupils make above the expected progress.</p>
2. Improved writing attainment	<p>2021-22 Key Stage 2 results show that writing results lag behind both reading and writing, and are significantly below the national average (55% compared to 69%), although the progress scores were still positive and above the national average (+3.1)</p> <p>2022-23 Key Stage 2 results show an increase in the attainment of the school's disadvantaged pupils and are now in line with all pupils nationally (68% compared to 71%).</p> <p>The percentage of disadvantaged attaining the higher standard is below the national attainment of all pupils (5% compared to 13%).</p> <p>By 2024-25, Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.</p>
3. Sustaining and improving maths attainment	<p>2021-22 Key Stage 2 results were improved but still lagged slightly behind the national average (69% compared to 71%). The percentage of disadvantaged pupils attained the expected level was equal to that of their non-disadvantaged peers, although below at the greater depth standard.</p> <p>2022-23 Key Stage 2 results show a significant increase in the attainment of the school's disadvantaged pupils to a level that is well above the national performance of all pupils (89% compared to 73%). The percentage of disadvantaged pupils achieving the higher standard is also well above that of all pupils nationally (37% compared to 24%).</p> <p>Key Stage 2 attainment should be in line and above the national average. The progress scores should continue to show that disadvantaged pupils make above the expected progress.</p>
4. To achieve and sustain improved wellbeing for all pupils in	<p>Attendance of all pupils is a priority for school (93.4% in 2021-22) and there is a 2.2% gap in the attendance of disadvantaged pupils when compared with their non-disadvantaged peers.</p> <p>In 2022-23, overall attendance fell to 92.43% although the gap between disadvantaged pupils and non-disadvantaged pupils decreased to 0.76%.</p>

<p>school, particularly the disadvantaged pupils.</p>	<p>The level of persistent absentees remained high.</p> <p>Sustained high attendance by 2024-25 will be demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate and the attendance rate of disadvantaged pupils being over 95% • The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their peers is less than 1%
<p>5. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils.</p>	<p>5 key areas:</p> <ol style="list-style-type: none"> 1. Connect with others 2. Be physically active 3. Learn new things 4. Give to others 5. Be mindful <p>Sustained high level of wellbeing by 2024-25 will be demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A reduction in serious behaviour incidents, including bullying • A significant increase in the provision of enrichment activities and participation rates, particularly among disadvantaged pupils • A significant increase in parental involvement in school

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
1. Sustaining and improving reading skills among disadvantaged pupils	By 2024-25, Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
2. Improved writing attainment among disadvantaged pupils	Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
3. Sustaining and improving maths attainment among disadvantaged pupils	Key Stage 2 attainment is in line and above the national average. The progress scores continue to show that disadvantaged pupils make above the expected progress.
4. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils among disadvantaged pupils	Sustained high attendance by 2024-25 demonstrated by: <ul style="list-style-type: none"> • The overall attendance rate and the attendance rate of disadvantaged pupils being over 95% • The overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their peers is less than 1%
5. To achieve and sustain improved wellbeing for all pupils in school, particularly the disadvantaged pupils.	Sustained high level of wellbeing by 2024-25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations • A reduction in serious behaviour incidents, including bullying • A significant increase in the provision of enrichment activities and participation rates, particularly among disadvantaged pupils • A significant increase in parental involvement in school

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Leader and targeted teacher CPD staff support for reading	Subject leader leading bespoke training on writing and feedback: <ul style="list-style-type: none"> • The Dunkirk writing model • Use of model lessons to set expectation • Exploration of current pedagogy and teaching model • Adapting policy based on research and trial in class to enable staff consistent implementation. 	1 2

Targeted academic support

Budgeted cost: £123,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted group reading Y5	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show accelerated progress.	1
Targeted group writing Y5	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show accelerated progress.	2
Targeted group reading Y6	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show significant accelerated progress.	1
Targeted group writing Y6	Bespoke small group daily support, tailored to support misconceptions. Data outcomes show significant accelerated progress.	2
Teaching Assistant support	Daily provision of Teaching Assistant support to provide support at the point	1 2

	of learning. This involves strategies suitable to the age and stage of the pupils, including intervention groups, sideways learning activities, gap teaching, adapted teaching and feedback at the point of learning	3
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Wider strategies

Budgeted cost: £38,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance team to reduce percentage of persistent absence.</p> <p>Identify patterns of absence amongst persistent absentee disadvantaged pupils, and implement individualised plans to improve attendance - Attendance monitoring / action plans / family conferences</p>	<p>Case studies from schools that have improved attendance show that a systematic pre-emption approach with consistent response patterns improves attendance.</p> <p>Individual Attendance Plans are in place for key pupils with regular impact analysis.</p>	4
<p>Maintain high level of staff retention</p> <p>Identifying opportunities for external family support and signposting these to all, and especially, disadvantaged families.</p>	<p>Staff retention enables a high level of stability in school that supports the well-being of disadvantaged pupils.</p> <p>Families being able to access the right support at the right time in order to promote the well-being of the children both in and out of school.</p>	5

Total budgeted cost: £ 164,168

Part B: Review of the previous academic year Outcomes for disadvantaged pupils 2021-22



Addressing Low Attainment Review 21-22

Issues:

- Poor grammar knowledge acts as barrier across writing curriculum
- Weak retention of knowledge
- Gaps in learning due to low attendance

Barriers:

- Not understanding what a sentence is
- Low attendance % / lateness high profile children (targeted)
- Not undertaking work if on unauthorised leave
- Not retaining class learning at point of writing application
- Not completing homework

Funding:

- Pupil Premium Exx
- School Based Tutoring Exx

Year	Pupil Premium	School Based Tutoring 75% DfE/25% school
R	Targeted attendance support / motivation Nelli CPD release time £1,000 20 weeks of 3x 6 pupils group sessions a week (@30mins) + 2x week 1:1 session @15mins YN staff F1 phonics programme £1,000	
1	Targeted attendance support / motivation	
2	Targeted attendance support / motivation Nurture provision	After school tutoring Tuesday (£450 a block)
3	Targeted attendance support / motivation	After school tutoring Friday (£450 a block)
4	Targeted attendance support / motivation	Thursday tutoring (£1350 a block)

	EAL targeted support group	
5	Targeted attendance support / motivation Maths focused group Y5 EAL targeted support group	Thursday tutoring £450 a block Lunchtime tutoring (£450 a block) 2 blocks a week
6	Targeted attendance support / motivation Reading focused group Y6 Maths focused group Y6 EAL targeted support group	After school tutoring Monday (£450 a block) Tuesday (£450 a block) 1:1 reading (£450 a block)

Tutoring 15 hours (Run 2 terms of 15)

Session 1 data/planning

Session 2-14 with pupils

Session 15 data/review impact & progress

1 term = approx. £4,950

75% from DfE 1 term=£3712.50 2 terms =£7425

25% from catch-up carry over=£1237.50 2 terms=£2475

Year 6 Attainment	Whole Cohort 39 pupils		Pupil Premium 13 pupils		EAL 29 pupils		New arrivals in last 2 years 8 pupils	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
Reading	74%	36%	69%	15%	69%	38%	13%	0%
Writing	70%	21%	62%	23%	59%	21%	13%	0%
Maths	71%	38%	69%	31%	69%	41%	15%	13%

Year 6 KS2 Progress	Whole Cohort 29 pupils	Pupil Premium 11 pupils	EAL 21 pupils	New arrivals in last 2 years 2 pupils
	Reading	+5.37	+2.98	+5.06
Writing	+3.13	+1.57	+3.26	+2.8
Maths	+6.74	+4.46	+6.80	+2.45

Reading, writing and mathematics - 2022

		KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	2022	Sig above national (29 pupils)	In line with national (39 pupils)	Sig below national (57 pupils)	In line with national (56 pupils)
Writing	2022	Sig above national (29 pupils)	In line with national (38 pupils)	Sig below national (57 pupils)	N/A
Mathematics	2022	Sig above national (29 pupils)	In line with national (39 pupils)	Sig below national (57 pupils)	N/A

Outcomes for disadvantaged pupils 2022-23

KS2 SATs Attainment data	National At or above expected All pupils	Dunkirk At or above expected All pupils (45 pupils)	Dunkirk At or above expected Pupil premium pupils (19 pupils)	Dunkirk Working at GDS All pupils (45 pupils)	Dunkirk Working at GDS Pupil premium pupils (19 pupils)
Reading	72.6%	80%	79%	22%	16%
Writing	71.5%	71%	68%	11%	5%
Maths	72.9%	87%	89%	40%	37%
Combined	59.5%	69%	68%	7%	5%

KS2 SATs Progress data	National Expected Progress	Dunkirk At or above expected All pupils (35 pupils)	Dunkirk At or above expected Pupil premium pupils (18 pupils)
Reading	0 pts	+1.7*	-0.1*
Writing	0 pts	+2.1*	+0.2*
Maths	0 pts	+5.3*	+3.9*

**This progress data is taken from the FFT Early Results Service and not the DfE data set as these are yet to be released.*

Pupil Premium Attendance 2021-22	Pupil Premium Attendance 2022-23
91.2% 2.2% below attendance of non-disadvantaged pupils	91.67% 0.76% below attendance of non-disadvantaged pupils

School Improvement Advisor deep-dive into reading provision found:

- Reading has been prioritised at Dunkirk and there is a systematic process to the teaching of reading, starting with phonics then focusing on securing reading fluency before transferring these skills to comprehension. Reading is part of the whole-school culture.
- Children have many different opportunities to read; they learn to read through the delivery of phonics lessons. They read high-quality texts as part of Big Read and within the English teaching sequence.
- Fluency has been consciously prioritised before comprehension..... there is a consistent understanding of what is meant by reading fluency and these skills are explicitly taught to children. Some staff are extremely skilled at teaching reading fluency.
- The subject knowledge of teachers is strong.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A