Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Dunston Hill Community Primary School
Number of pupils in school	372 (407 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	34% (125 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-23 (Due to only one year of funding being identified)
Date this statement was published	20/12/22
Date on which it will be reviewed	September 2023
Statement authorised by	Carl Sutherland / Louise Briggs
Pupil premium lead	Carl Sutherland
Governor / Trustee lead	David Bunce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,200
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	£166,200

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

It is the intent of Dunston Hill Community Primary School that children from all backgrounds are able to grow as individuals and become healthy, positive and contributory members of their community with the possibility of achieving in many ways for the benefit of themselves, their families and others.

Financial disadvantage should not be a barrier to personal and academic success. It is the aim of our school that we help children and their families overcome obstacles so that these children can achieve personal and academic success through quality provision, nurture and tailored, targeted support.

How does your current pupil premium strategy plan work towards achieving those objectives?

The plan we are implementing will provide support for children to ensure that they are able to access a challenging curriculum, with the additional context of returning to school life from periods of lockdown and the current cost of living crisis, with a firm foundation of nurture and pastoral care leading to a positive mindset and "can do" approach. This will very much be focused on providing a strong nurture base, followed by quality classroom provision with the addition of adult intervention for personal and academic support.

What are the key principles of your strategy plan?

Our key principles are to provide quality-first input from highly trained adults who can support children with precision delivery based on their specific needs. This support will come in the form of the following:

- To ensure that Pupil Premium children are either meeting or exceeding age-related expectations in all core subjects, with those who are not, rapidly moving towards achieving age-related expectations term on term.
- Teachers developing their classroom practice through a deep understanding of researched-based teaching principles which will increase the effectiveness of provision for all, but especially those who require the greatest support.
- To further support families who are already finding day-to-day aspects of ensuring their children are in school difficult but who have been further challenged by the coronavirus pandemic and the cost-of-living crisis. This support will take the form of personal nurture, tutoring, resources and technology.
- HLTA and Teaching Assistant intervention for personal and academic development.
- Specialist counselling for children with greater emotional needs.
- Additional English and mathematics tuition to support children in KS2 to close gaps in basic skills and develop greater fluency and in Early Years and Key Stage 1 to support accelerated phonic development as well as early fluency in reading.

Challenges

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

Challenge number	Detail of challenge
1	Some children demonstrate gaps in knowledge, skills and understanding. This is for various reasons such as lack of retention, poor working memory, absence etc. This has been heightened by the lack of full-time schooling and quality-first teaching during lockdowns over the last two academic years and the impact of the post-lockdown period.
2	Pupils' basic language skills/habits can be low on entry and this has an impact on a wide range of aspects such as access to reading via phonics and blending skills, attitude to reading, vocabulary acquisition, spelling, writing and general comprehension.
3	A significant proportion of PP children, currently 53%, are also on our SEND Register and require additional support to address identified learning needs. There are a range of issues including toileting, speech & language, SPLD and physical / gross / fine motor.
4	Reasoning in mathematics at the standard required is challenging especially at the amount required in an assessment with children not used to spending such long periods of time being mentally challenged at that level but also the lack of mastering mental fluency which can be applied effectively and efficiently.
5	Low attendance rates for individuals with persistent absenteeism also an issue.
6	Complex family backgrounds where parents are struggling with various issues which lead to children not being emotionally ready for learning. Instances of children with social and emotional wellbeing issues which then impact on learning and outcomes are more prevalent. Some families are reluctant to engage with external agencies which fall short of statutory intervention and to seek additional support.
7	Lack of support at home for completing homework or activities supportive of education with a greater proportion of children spending time online, especially boys (e.g., games consoles / social media)
8	Parents/carers not reading with, or to, their children over a long period of time and reading not being seen as an important aspect of time outside of school. Families may not have the same access to appropriate resources at home such as a laptop or iPad.

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
Teaching across school will have a high level of consistency in relation to strategies that support effective learning. These will be employed by staff who have a developed understanding of why they are required and how to employ them. As a consequence, knowledge is embedded for long-term learning.	Training is attended by all. • Teachers have professional conversations using a shared vocabulary of teaching. • Coaching and mentoring opportunities provide time for staff to evaluate their teaching and reflect upon it. • Pupils learn new material and retain it over the long-term. • Lessons engage children and support their confidence through a high success rate with clear, small steps building their understanding systematically.
Children who demonstrate gaps in learning or are falling behind will be supported through effective adult-supported intervention to enhance quality-first teaching so that they can make accelerated progress. Specific skills will be targeted with assessments at the end of interventions used to measure progress.	Pupils will be involved in high quality 1-2-1 and small group interventions which will focus upon specific gaps in learning. • Teachers and Teaching Assistants will implement interventions with a high degree of effectiveness. • Children will make rapid progress in basic skills. • The skills being supported will be applied within lessons back in the classroom. • Progress rates for PP children by the end of KS2 will be above 0.0 • Attainment in EYFS, KS1 and KS2 for PP children will be broadly in line with non-PP pupils. • Children will work hard, engage with the interventions and understand how they support their own progress. Parents will be included in the dialogue
Children in Early Years will have constant opportunities to develop their communication and will speak with developing confidence, accuracy and clarity in various contexts.	Staff will model effective communication. • Teaching will provide quality opportunities to model and scaffold accurate communication. • Use of books to support the delivery of the curriculum will focus on vocabulary and language development. • Interventions will emphasise language development regardless of the subject. • Phonics teaching will be effective in developing children's ability to read with clarity

Children will display high levels of fluency in relation to basic skills in mathematics. They will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	Mastery teaching will build children's conceptual understanding and fluency through carefully structured learning programmes. • Interventions from TAs will focus children to embed basic skills and enhance fluency through overlearning and repetition. • Within lessons, children will apply their fluency to varied context and problems. • Intervention assessments/quizzes will show retention of the basic skills/ knowledge with high scores.
The attendance of Pupil Premium children will be in line with the national average at 96% or above. There will be no PP children who are persistent absentees and for those who are, case studies will be in place for context.	Monitoring identifies positive attendance and pupils where attendance is an issue. • Communication with parents clearly indicates issues and expectations. • Support is provided where there are clear reasons for low attendance. • Where issues continue, referrals to Legal Intervention Team are swift.
Children are supported to share worries and concerns that they have with adults who are able to provide reassurance but also specific support. This allows children to feel positive about themselves and are able to focus on the learning within the classroom.	1-2-1 support from Nurture Team including Family Support Worker is available as required -either timetabled or *ad hoc.* Use of the Dunston Den, our positive nurture room and the Dunston Retreat, our Sensory Room, is timetabled as part of provision but also available as and when required. Our new nurture space, The Dunston Hub, is utilised by our Family Support Worker as well as members of our support team, to support individual or groups of children needing more tailored support. This might be around children in crisis, trauma or showing deregulation or distress. Our Pause, Engage, Grow (PEG) Time programme ensures those children who need one-to one time with our FSW can be quickly identified and seen. • For higher level emotional support, counselling is structured for identified children through Kalmer Counselling – an external agency, for example.
Children will complete the homework tasks that are set on a consistent basis in order to rehearse and overlearn basic skills. Parents understand the need to work with teachers so that they can support their children to complete the tasks set.	Children who do not have access to hardware will be provided with a laptop or iPad from school. • Teachers will identify where children are not completing homework swiftly and will support them to do so. • Where there is ongoing lack of support, senior leaders will provide further support

	and challenge to ensure children complete work.
Parents will read regularly with their children at home for those in EYFS and KS1 with an understanding of the need to do this to support early reading.	Phonics reading programme will be structured so that parents support reading at home weekly. • Monitoring shows that parents do read with their children. • Where parents/carers are unable to read themselves, children are provided with additional support within the school day to complete the activity. • Texts will be matched to the phonics programme carefully. • When children have completed the phonics programme and are reading higher-level books, parents understand what they are to do to support with guidance provided.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide training for teachers regarding researched-based pedagogy so that they can develop their expertise in teaching and learning.	Quality first teaching that supports all learners to make effective progress is the key aspect for all. The need for teachers to be at their most expert is essential for provision to be able to support children who find learning the most challenging. 'Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modelling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review.' (Principles of Instruction Research-Based Strategies That All Teachers Should Know) Training has also been made available for teaching and support staff to access Rosenshine's Principles of Instruction and the four strands which support cognitive ability, small steps in learning and greater retained memory. This is being delivered through INSET and staff meetings throughout 2022-23.	1, 2, 3

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

Budgeted cost: £116,193 (TA Support £89,750 / School-led Tutoring £15,000 Intervention software £3,822, computer hardware £6,199, targeted resources £1,422)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching Assistants who will be able to support teachers in the delivery of teaching within the classroom but who will also be able to implement a range of interventions external to the classroom including pre and post teaching.	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	2, 3, 4, 6
1-2-1 or small group support through the national school-led tutoring programme will be essential in supporting many children to counteract lost learning.	Evidence indicates that one-to-one tuition can be extremely effective, on average accelerating learning by approximately five additional months' progress. Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	2
Provide additional focused intervention in Years 4 and 5 from classroom teachers by appointing a member of staff who can release them.	This is being delivered through school-led tutoring.	2

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

Budgeted cost: £50,007 – (Counselling £7,724, Family Support Worker £21,647, Behaviour Management Training £0, Outdoor Learning / Nurture provision £3,956, SEN and nurture resources £1,691, School Uniform £1,372, Development of FSW Hub £8,616, Events & residentials £5,001)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ the services of a counsellor for targeted children through Kalmer Counselling.	There are a number of children who require specialist support beyond the capability of the school staff to support their personal/ emotional development. Without this being tackled, these children will not be able to focus to their optimum and achieve their potential. This is a 6-week programme for children who have been identified as requiring additional, professional support. This can then be extended or paused depending upon outcomes.	5
Create and maintain an outdoor gym which would allow children to exercise both at break/lunch times and during PE lessons.	There is increasing evidence that physical activity is not only important for tackling the obesity crisis but also in supporting academic development. There are obvious benefits to better health in relation to reducing absence which means children are in school more consistently but there is growing research to show that there are more fundamental changes such as the ability to concentrate, transfer knowledge to long-term memory and make positive changes to brain function. *(Report - Active Education: Growing Evidence on Physical Activity and Academic Performance)*	1, 4, 5, 6
Create and maintain a Sensory Garden in Early Years to give younger children an extended opportunity to explore and self-regulate through touch, smell, sight and hearing. This will lead to greater academic outcomes.	There is evidence that sensory experience and play has a significant effect in helping to connect children with their learning and accelerate progress. Research shows that sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks. Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction. This type of play aids in developing and enhancing memory Sensory play can calm an anxious or frustrated child and helps children learn sensory attributes (hot, cold, sticky, dry). We have created and developed a Sensory Garden in our Early Years Outdoor Area. Inside the Sensory House are "feely bags", textured rugs and colourful windows with an entrance for children to clamber through.	1,2,6

	A barefoot challenge, mirror wall, egg chair, herbs, colourful / textured plants, cushions, suncatchers, chimes and thought-provoking wall murals decorate the external area.	
Family Support Worker employed by school for the purposes of: Early identification and intervention for struggling families Supporting pupils returning to school after lockdowns. Essential point of contact during lockdown and on the return to school.	This role is to support children and their families with a variety of problems such as: attendance, lack of engagement and unwillingness to access external agencies. Help can also be signposted for drug and alcohol addiction; having a parent in hospital or prison; a parent or child with a disability or special educational needs (SEN); language barriers which mean they struggle to access local and national services; and needing help with general home management, finance and parenting skills. They help build relationships, increase skills and potentially bridge the gap between families and organisations, and can work with a variety of other professionals such as social workers and teachers.	5,6,7,8
Enabling children and families to be able to afford school uniform and feel part of the school community. This extends to PE kits and for us, Forest School attire.	School uniforms present an unmanageable cost for families on a low income with children returning to school after lockdown to purchase school uniforms imposed sudden and considerable financial burdens on strained budgets that led families to make sacrifices on food, heating and on occasions to enter into debt. The inadequacy of social security for covering the costs of uniform was a persistent theme in the research, particularly when children were growing.	6

Total budgeted cost: £166,200

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 2021 to 2022 academic year.

Whilst theoretically, the worst of the 2-year pandemic was over by the start of the academic year 2021, it was clear that the after-effects were continuing to be felt across the country, but specifically in schools. If anything, this year was more challenging than the previous two as the whole school cohort was back, but there were significant variances in academic and cognitive ability between pupils, with the same being said pastorally. Of greater concern has been the increase in the number of children in crisis, dealing with trauma, and struggling with mental health and wellbeing issues. This required an increase in support from staff, particularly around nurture, before some of these children were even ready to begin to close gaps in their learning. This decline in mental health and wellbeing has also extended to families, requiring support from school and other services, and this is before we have factored in increases in food prices, inflation and fuel price escalation. Dunston Hill has responded with additional provision in school such as the Dunston Base and Dunston Hub as well as ensuring links with SEND where relevant are strong. Targeted intervention and small group work have been vital, as has the strategic deployment of staff around the school. It should be noted that much of this has been achieved with no additional staff as supply availability has been extremely limited.

In its report entitled "The Impact of COVID-19 on Learning", (2022), the EEF notes that there is "evidence that the attainment gap between socially disadvantaged pupils and their classmates has grown". It also references the fact that in primary schools, younger groups, for example Key Stage 1 pupils, have been the most significantly affected. This certainly appears true for Dunston Hill also and, anecdotally, in other schools across Gateshead. The decline in mental health and wellbeing of pupils is also noted in the report, which is clearly in evidence in our school community.

It has been even more important that we have used our pupil premium funding carefully to gain maximum impact, not only for pupil premium children but for disadvantaged children and families generally.

Our two main aspects of support beyond the classroom were based on 1-2-1 and small group intervention from Teaching Assistants and school-led tutoring. There were positive outcomes in respect of children's access to learning and progress.

Nurture & Teaching Assistant Support

It was clear that there were still many gaps in learning which would require a long-term strategy of support. A further programme of basic skills interventions was implemented in each year group and which led to the following:

• Children being given time with adults to build relationships and confidence in the school environment once again.

• Children recognising success in basic skills progress with a very defined skill to focus on regularly.

• Nurture Team and Teaching Assistants closely identifying children's gaps and sharing that with teachers who can plan accordingly.

Additional, targeted one-to-one & small group support

A teacher was recruited on a supply basis through the spring and summer terms 2022 in order to target children in Early Years and Key Stage 1 who, through our gap's analysis data, had been identified as requiring significant support with phonics and speech and language. This was delivered mainly through small group work but also via one-to-one teaching.

This additional support from the pupil premium fund, has helped to reduce the gaps in knowledge and prepare the children for future progress and attainment. It made a fundamental difference not only to their ability to access vital phonic knowledge, letter sounds and blending but also supported those children taking the phonics screening.

Other aspects positively impacted by these interventions were the confidence of the children themselves and the reassurance it offered parents and carers at home.

The children were highly motivated through the provision and felt that the programme helped them to improve which, in turn, supported confidence. Clear progress was made by all children within their own intervention programme and from their own individual starting points.

Regular meetings were held between the pupil premium lead for the school and individual class teachers, including a summative meeting for 2022 in July. The aim of these meetings was to talk about the children individually and in a little more depth, to explore any continuing barriers to learning, and consider attainment as well as any progress made. It is clear that whilst attainment might be lower than desirable in many cases, there are signs of good progress being made across the school. These meetings are formalised and include both quantitative and qualitative data.

Whole-school Attainment: Expected and above

	Reading	***Writing***	***Maths***
All Pupils	*71%*	*60%*	*68%*
Pupil Premium	*56%*	*43%*	*54%*
Non Pupil Premium	*79%*	*69%*	*75%*

Writing is our whole-school target for 2022-23 and also a significant focus for our work with pupil premium children. They achieve highest at ARE+ in Reading. Pupil premium children in Key Stage 1 do less well in Reading and Writing and this will be targeted throughout 2022-23.

Phonic Screening – Year 1

Cohort	59 Pupils (29 boys / 30 girls) 17% (5) boys did not pass 20% (6) girls did not pass
Pupil Premium Cohort	27% (16 pupils)
Pupil Premium Pass	75 % (12 pupils)
Non Pupil Premium Cohort	73% (43 pupils)
Non Pupil Premium Pass	63% (37 pupils)

Key Stage 2 SATS Results ***Expected and above***

	Reading	***SPaG***	***Writing (TA)***	***Maths***
All Pupils	*81%*	*76%*	*60%*	*81%*
Pupil Premium	*64%*	*TBC*	*46%*	*73%*

Attendance

Non-PP children's attendance during autumn term 2022 was 94.1%, below our whole school target of 97%. Pupil Premium attendance fell below this at 91.3%. From our persistent absentees, 19.1% of children are Pupil Premium, against 11.3% who are non-PP.

Mrs Cox, our Family Support Worker, is working to target specific families to address this. Mrs Anglesea (DHT & Attendance Lead) and Mrs Cox will continue to track this every 30 days using our CPOMS attendance indicator.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

The key component for supporting all children is quality-first teaching. Although we don't require specific funding to support this, we are making it clear within the plan that this move to research-based teaching principles is essential. *Although there is a wish for us to plan Pupil Premium over three years, this is not possible when we do not know for year to year what our funding will be. Consequently, any plan will be annual.* *Attendance for pupils has been difficult to manage over Covid-19 as it has been complicated to extrapolate what is Covid-related and what has not been. This is a key aspect for some key disadvantaged children and will continue to be managed but within the normal school mechanisms. This trend continued into 2021-22.* *In addition to the work done at an individual level with class teachers already referred to in the document, we have also created a Provision Map which pictorially indicates the areas of school in which this money is spent. It gives an immediate overview for parents and carers and may then lead them to investigate school provision for Pupil Premium further.*