

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 | Dunstall Hill Primary School |
| Number of pupils in school | 476 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 - 2024 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Lee Fellows |
| Pupil premium lead | Reena Chander |
| Governor / Trustee lead | Mark Smith |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 247 480 |
| Recovery premium funding allocation this academic year | £ 26 680 |
| 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 | £ 274 160 |

Part A: Pupil premium strategy plan

Statement of intent

At Dunstall Hill Primary School we believe that all pupils should be allowed to thrive to their fullest potential and become independent individuals. This includes pupils from all backgrounds regardless of where they come from. Our ambition is that every pupil, irrespective of background, feel like they belong – with the value of equity at the heart of our work.

The Education Endowment Foundation found that ‘disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns’. At Dunstall Hill Primary School we aim to overcome these barriers and develop essential skills that may have been lost during the time of national lockdowns so that all our pupils can succeed, beginning with early reading, vocabulary and oracy development. In addition to this, we aim to provide our pupils with an inclusive first quality education and broad and balanced curriculum that is safe and secure with inspiring opportunities allowing all to grow.

Our objectives are:

- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To develop language and oracy skills to support pupil progress.
- To continue to develop and review the schools approach to inclusive teaching so that it leads to better outcomes for all pupils.
- To support pupil’s health and wellbeing including SEMH needs, through effective pastoral care and parental involvement to benefit pupil’s outcomes.
- To ensure that strategies to improve attendance are rooted in research evident to support persistence lateness and absence (Behaviour Change: School attendance, exclusion and persistent absence – 2017).

Implementation:

- Delivering high quality inclusive teaching for all groups of pupils and ensuring that all teaching is good or better over time.
- Ensuring that teaching and learning opportunities are differentiated when appropriate to meet the needs of all pupils and to accelerate progress.
- Ensuring the needs of socially disadvantaged pupils are identified and addressed.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged – such as No Recourse to Public Funding (NRPF).
- Providing high quality evidence based interventions to address any learning gaps that may have arisen due to Covid-19, these may be in small groups or 1-1. Ensuring interventions do not significantly impact on curriculum equity.
- Supporting payment for activities, educational visits and residentials so that pupils have first-hand experiences to support their learning in the classroom, enriching their cultural capital.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Majority of pupils who join Dunstall Hill Primary School have significantly low starting points - in particular children's language and communication skills. |
| 2 | Attendance, punctuality and mobility. School community and families require support to develop and improve attendance and punctuality, currently disadvantaged pupils attendance is lower than that of the national average. |
| 3 | A range of languages are spoken by pupils (44 different languages) with a variety of fluency this impacts on language functions and grammatical skills, oracy and language. |
| 4 | Early identification of pupils with SEMH needs, as a result of the impact of the pandemic and deprivation . |

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 reading, writing and maths attainment among disadvantaged pupils by the end of KS2. | KS2 outcomes in 2024/25 show that disadvantaged pupils achieve (at least) national progress and that attainment scores are in line with national figures. |
| Improved Phonics Screening Check (PSC) outcomes. | Year 1 PSC outcomes in 2024/25 show that the percentage of disadvantaged pupils achieving the PSC is in line with national figures. |
| Improved attendance of disadvantaged pupils in comparison to the Local Authority and national average. | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being at least in line with national figures. the percentage of all pupils who are persistently late being reduced. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations. |

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| disadvantaged pupils with SEMH needs. | <ul style="list-style-type: none">• an increase in participation in enrichment activities, particularly among disadvantaged pupils.• a reduction of incident logs recorded by staff.• a higher level of pupil engagement with SEMH needs is observed during lessons. |
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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: £142, 280

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Effective modelling in the EYFS provision to promote communication and early language development, through sustained shared thinking, verbal interactions and expression, language reasoning and guided interactions. | <p>Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Nuffield Foundation, ‘Nuffield Early Language Intervention’ (Website)</p> | 1, 3 |
| Ensure all relevant staff receive ongoing training and support to deliver Read Write Inc. (RWI) and reading comprehension effectively so that teaching is never less than good and continue to diminish the differences. | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantage backgrounds:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | 1, 3 |
| Provide continuous professional development (CPD) for teachers and addition support staff to develop teaching and learning across school. | Where interventions are successful, pupils are carefully selected and taught by well qualified specialist teachers, or well-training and highly-competent teacher assistants: | 1, 3, 4 |

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| Release SLT to provide training, coaching and mentoring. | https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully | |
| Ensure all staff further develop metacognitive talk (oracy – Voice 21). | Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | 3 |
| Provide pupils with high-quality feedback, using effective Assessment for Learning strategies (AfL), to support pupil progress. Through the success implementation of the PHMAT Feedback Policy. | Providing meaningful feedback, supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback | 1, 3 |
| Ensure the use of effective modelling by activating prior knowledge and connections of key concepts, knowledge and skills to support pupil progress. | Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils’ metacognitive skills: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition | 1, 3 |

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

Budgeted cost: £79, 243

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Implement, review and evaluate the impact of Accelerated Reader so that it is accessed consistently across school.</p> | <p>EEF study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> | <p>1, 3</p> |
| <p>Provide 1:1 and small group interventions for identified speech and language needs.</p> <p>CPD provided to upskill identified staff.</p> | <p>The EEF found that The Nuffield Early Language Intervention had a positive impact on the language skills of children:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> | <p>3</p> |
| <p>Through analysis of teacher assessment, identified interventions to be implemented. Pre teaching and over learning interventions are implemented to support skills, knowledge and concepts taught to address misconceptions.</p> | <p>Where interventions were successful, they were targeted to specific pupils to improve particular aspects of their skills or knowledge in reading, writing, communication or mathematics:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> | <p>1, 3</p> |
| <p>Develop early reading by providing phonics interventions to increase word accuracy and fluency.</p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1, 3</p> |

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

Budgeted cost: £52, 637

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue to offer support and help from the family support worker, supporting families with attendance and SEMH needs. | <p>Parental engagement has a positive impact on average of 4 months' additional progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF (2019) EEF Guide to Pupil Premium EEF (2020) The EEF Guide to Supporting School Planning; Tiered Approach</p> | 2, 4 |
| Release time for SENCo and family support worker to support families with high need SEND and Pupil Premium children. | <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes:</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>SEND Support: A Rapid Evidence Assessment 2017 DfE</p> | 1, 2, 4 |
| Family support worker/SENCo and Head teacher (Inclusion team) identify and support families and children and work to alleviate barriers to learning. | <p>Parental engagement has a positive impact on average of 4 months' additional progress:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Main, G. (2018) 'Parents and children living in poverty have the same aspirations as those who are better off', The Conversation</p> | 1, 2, 3, 4 |
| Vulnerable children to be highlighted and supported through: | Early Intervention Foundation (2020) 'Supporting children's social and | 4 |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • Social skills • Emotional wellbeing • Resilience • Confidence • Self esteem <p>Such as: nurture, positive play and Lego Therapy to name a few with the involvement and assistance from the Assistant Educational Psychologist.</p> | <p>emotional wellbeing as they return to school’</p> <p>EEF, ‘Social and emotional learning strategies’, Teaching and Learning Toolkit</p> | |
| <p>Staff training and guidance to support pupils who have experienced significant trauma and losses.</p> | <p>Social and emotional learning approaches have a positive impact, on average of 4 months’ additional progress in academic outcomes over the course of an academic year:</p> <p>EEF, ‘Social and emotional learning strategies’, Teaching and Learning Toolkit</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p> | 4 |
| <p>Head Teacher to ensure that parents/carers are made aware of expectations for attendance and all involved follow the procedures set out in the attendance policy.</p> <p>Partnership working with EWO re pupils.</p> | <p>There is a clear link between poor attendance at school and lower academic achievement:</p> <p>https://www.mundyjunior.org/wp-content/uploads/2019/05/IMPROVING-ATTENDANCE-2012.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> | 2 |

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| | Behaviour Change: School attendance, exclusion and persistent absence – 2017 | |
|--|--|--|

Total budgeted cost: £247, 480 + 26, 680

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.

Despite the constraints of partial school closures during 2020 and 2021, pupils at Dunstall Hill Primary School were still being taught through online learning. Disadvantaged pupils were supported in a number of ways by the school by ensuring they had food parcels and the right equipment to access online learning. As well as, providing face to face teaching for pupils whose parents/carers were critical workers and those identified as most vulnerable. The family support worker supported families with vulnerability factors (such as no recourse to public funding) and families whose mental health/wellbeing was suffering as a result of Covid-19 issues. On returning to school, pupil premium/Covid-19 funding was used to provide targeted interventions and additional resources when required and this was monitored by the inclusion team.

Our internal assessment data at the end of 2020/21 suggested that the performance of disadvantaged pupils was lower than that of previous years in reading, writing and mathematics. Despite being on track in some core subjects in previous years. It is believed, this was due to the partial school closures and to Covid-19 which impacted on all areas of learning, in particular communication and language development which forms the new strategy going forwards. The impact of reading strategies had a significant impact on pupils as during online learning, the profile of reading remained high. Pupils were taught how to echo read and had regular access to class text as well as phonics based virtual lessons. Pupils were given the opportunity to explore new vocabulary through the schools 'Progression of Language Skills'.

Figures in 2020/21 showed that attendance was lower than the national average for all pupils. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.5% lower than their peers. However, due to the gaps between all pupils and national averages remaining, attendance is still a focus on our current plan.

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 |
|-----------|----------|
|-----------|----------|

| | |
|--|--------------------------------------|
| Accelerated Reader | Renaissance Learning |
| myON | Renaissance Learning |
| Read Write Inc. Phonics eBook Library Subscription | Oxford Owl |
| Times Tables Rockstars | Maths Circle |
| Active Maths | Teach Active |
| Purple Mash | 2 Simple |
| SCARF | Coram Life Education |
| Voice 21 | The National Oracy Education Charity |

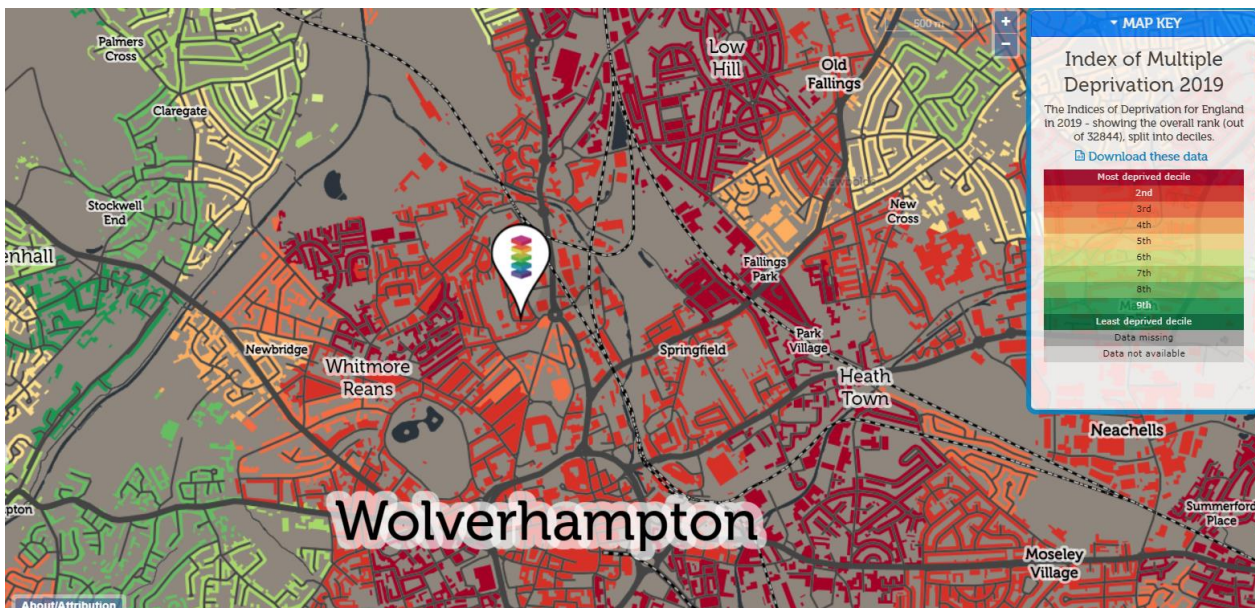
Service pupil premium funding (optional)

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)

Dunstall Hill Primary School is a two form entry primary school located in Whitmore Reans, Wolverhampton. The map below displays the areas of deprivation which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The immediate area in which the school is located is amongst the most deprived in the country. Our priorities for this year are to diminish any gaps for our disadvantaged pupils by quality first teaching and interventions. However, some pupils who are not classed as disadvantaged are still some of our most vulnerable pupils and our challenge is to reach all pupils who live in areas of high deprivation.



Graphic source: <https://maps.cdrc.ac.uk/#/geodemographics/imde2019/default/BTTTTFPT/14/-2.1321/52.5959/>

Full details of the Index of Deprivation are available from the UK Government Website [English indices of deprivation 2015](https://www.gov.uk/government/collections/english-indices-of-deprivation-2015)