

Pupil Premium Strategy Statement 2024 - 2027



This statement details Dunstall Hill Primary School's use of Pupil Premium Funding to help improve the outcomes of 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	482
Proportion (%) of pupil premium eligible pupils	64.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2027
Statement authorised by	Reena Chander
Pupil Premium lead	Stacey Keating
Governor / Trustee lead	Mark Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,415
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	£326,695

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 full potential and become independent individuals. Our ambition is that every pupil, irrespective of background, feel like they belong – with the value of equity at the heart of our work. We are a 2-form entry primary school based in Wolverhampton, in an area of significant deprivation. 83% of our pupils speak English as an additional language and the vast majority of our pupils start school with very low language skills.

In order to work towards achieving these objectives, the Pupil Premium Strategy will set out how funding will be used to ensure that disadvantaged children are supported to make at least expected progress and to close the disadvantage attainment gap. This will be achieved by ensuring pupils receive high quality, inclusive first teaching and that assessment is used effectively to inform required interventions (including pre-teach and overlearn) to ensure pupils are able to use their previously learnt skills to enable subsequent learning. The strategy will work in conjunction with the School Improvement Plan to consider the challenges faced by and supporting the needs of all vulnerable pupils, regardless of whether they are in receipt of pupil premium or not.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Lateness Attendance and persistent absence/ lateness effect on pupils' learning due to lost learning time. Although Pupil Premium (92.00%) attendance in 2023-24 was broadly in line with that of Non-Pupil Premium (92.09%) this is still well below the national expectation of 96%. Nationally, Pupil Premium attendance in 2023/24 was 88.9%, putting Dunstall Hill above the actual national average; however, attendance remains a SIP priority, and Pupil Premium children must continue to be a focus within this. Within this, a focus will be Pupil Premium children who are also SEND, with attendance for this group being 87.79% for 2023-24.

2	Low level of Early Language and Vocabulary Deprivation Baseline assessments when children enter the school at EYFS show low levels of early language and communication deprivation. Currently, 14 out of the 55 children on the SEND register for Speech, Language and Communication as their primary area of need are also on the Pupil Premium register. Currently in school, there are 45 different languages spoken, with 83% of the school being classed as EAL with 48% of these children also being Pupil Premium.
3	Academic Success Assessments show that pupils on the Pupil Premium register join Dunstall Hill below their Non-Pupil Premium counterparts. Although end of Key Stage 2 results show that Disadvantaged Pupils left Key Stage 2 achieving in line or above Non- Disadvantaged Pupils, across school, Non-Pupil Premium children outperform Pupil Premium. The 2023/24 End of Key Stage 2 results showed that Non-Pupil Premium children out-performed Pupil Premium (79% to 73%) for the first time in a number of years. Although Dunstall Hill's End of Key Stage 2 results for Pupil Premium (67%, 70% 64%) were above national averages in Reading, Writing and Maths (62%, 58% 59%), the results were slightly below the Wolverhampton schools averages (71%, 67%, 67%).
4	Lack of Real-Life Experiences and Inspirational Moments Through observations, discussions and knowledge of the community we serve, school is aware of the lack of real life and inspirational experiences that the children generally gain outside school.
5	Social, Emotional and Mental Health 9 out of the 11 children on the SEND register for SEMH are also in receipt of Pupil Premium funding. Through observations around school, there are a number of children who lack resilience to a variety of situations and struggle to regulate their emotions.

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
School attendance raises to meet national averages.	School attendance is in-line with national average with the attendance gap between disadvantaged and non-disadvantaged pupils decreasing.

Strategies put in place improve pupil's low levels of early language and communication.	Pupils effectively use a wide variety of written and spoken vocabulary.
Pupils make at least expected progress towards their Age-Related Expectations.	Pupils show accelerated progress and achieve/ are closer to achieving ARE in all subjects. End of Key Stage 2 results are higher than National and Wolverhampton averages.
Pupils Cultural Capital is developed through real life and inspirational experiences.	Pupils have a more developed Cultural Capital and are able to relate learning to real life.
Pupils' understanding of SEMH is developed through an environment which promotes and supports wellbeing.	Pupils have a greater understanding of their own mental health and how to support their wellbeing. Pupils show more resilience throughout the school day.

Activity in this Academic Year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £163,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal CPD- School	‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF (2021) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ‘There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with some studies suggesting gains equating to more than two years’ progress in one year. These gains have been shown to be even greater for students from disadvantaged backgrounds (William 2016 and Timperley et al) thus having the potential to improve the life chances of all students.’ https://researchschool.org.uk/hisp/news/effective-teacher-cpd-and-cpd-leadership-what-does-it-look-like-in-schools After examining recent studies of successful CPD models that report student learning gains, Linda Darling-Hammond et al (2017) found ‘seven common design elements of these effective PD approaches. 1. They are content focused. 2. They incorporate active learning strategies. 3. They engage teachers in collaboration. 4. They use models and/or modelling. 5. They provide coaching and expert support.	2, 3, 4, 5
Internal CPD- PHMAT		2, 3, 4, 5
External CPD (inc. SLA)		1, 2, 3, 4, 5

	6. They include time for feedback and reflection. 7. They are of sustained duration.' https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf	
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £108,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions/ Booster Sessions 1:1/ small group tutoring during the school day	Research by the EEF Toolkit has suggests that 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.' 'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.' The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3
Speech and Language Interventions (e.g. Talking Partners, NELI, Wellcomm)	EEF found that 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.' Impact in early years (+7 months) and primary schools (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3

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

Budgeted cost: £54,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Strategy support, Educational Psychologist support	'One in five children and young people in England aged eight to 25 had a probable mental disorder in 2023' https://www.england.nhs.uk/2023/11/one-in-five-children-and-young-people-had-a-probable-mental-disorder-in-2023/#:~:text=The%20Mental%20Health%20of%20Children%20and%20Young 'More than 1 in 4 children aged 8 to 16 years (26.8%) with a probable mental disorder had a parent who could not afford for their child to take part in activities outside school or college, compared with 1 in 10 (10.3%) of those unlikely to have a mental disorder.' https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2023-wave-4-follow-up	3, 4, 5
Educational Welfare Officer support	'Overall the analysis shows that as the level of overall absence across the relevant key stage increases, the likelihood of achieving key attainment outcomes at the end of KS2 and KS4 decreases. When controlling for other factors known to affect achievement, such as prior attainment and pupil characteristics, overall absence has been shown to have a statistically significant negative link to attainment.' DFE (2016) - The link between absence and attainment at KS2 and KS1	
Attendance prizes/awards		
Inspirational Moments (e.g. Educational Visits, Activity Days, Visitors)	The Indices of Deprivation shows that in 2019 Dunstall's LSOA was ranked 5103th out of 32,844 LSOAs in the country, meaning the school is amongst the 20% most deprived neighbourhoods in the country. Wolverhampton as a whole is also ranked 19 th out of 317 Local Authorities in the country.	
Family Support Worker support and Parental Engagement	The EEF Toolkit indicates that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how	

	to engage with all parents to avoid widening attainment gaps. Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. However, parental engagement strategies have the risk of increasing attainment gaps, if the parents that access parental engagement opportunities are primarily from affluent backgrounds. It is crucial to consider how parental engagement strategies will engage with all parents. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Purchase Resources	'...where resources were purchased, it was recognised by schools that they had an important role to play in supporting curriculum delivery.' DFE Use and perceptions of curriculum support resources in schools Research report - July 2018 CooperGibson Research https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722313/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf	

Total budgeted cost: £326,695

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 2023 to 2024 academic year.

Within the year 2023-2024, disadvantaged pupils across the school were as follows:

- 230 children were disadvantaged (Reception to Year Six) – (53%)
- 115 were female (50%) and 115 were male (50%)
- 42 of our disadvantaged children were also on the SEND register (18%)
- 163 of our disadvantaged children also spoke English as an additional language (EAL) – (71%)

From analysing the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments, the following conclusions can be drawn:

Attainment amongst disadvantaged pupils by the end of Key Stage Two:

KS2 results for disadvantaged pupils at our school were above the national average, but slightly below the Wolverhampton LA school averages. In addition to this, non-disadvantaged pupils outperformed disadvantaged pupils for the first time in many years.

	DHPS Disadvantaged	Wolverhampton LA Average Disadvantaged	National Average Disadvantaged
Reading	67%	71%	62%
Writing	70%	67%	58%
Mathematics	64%	67%	59%

DHPS Disadvantaged Combined	DHPS Non-Disadvantaged Combined
73%	79%

Internal data at the end of 2023-2024 showcases a slight attainment and progress gap within Y2-Y6 data between disadvantaged and non-disadvantaged, and therefore the focus next year must be to continue to diminish this gap further.

Improved Phonics Screening Check (PSC) Outcomes:

PSC results for 2023-2024 were 86% in Y1 and 95% in Y2. This is higher than previous years and is expected to be higher than the national average which is released on 10th October 2024. This showcases that the Read, Write, Inc. scheme that is used within

school is having an impact on our disadvantaged learners, particularly when considering their initial low starting points. Phonics will continue to be a priority next year; with a focus on seeing phonics data translate into good levels of comprehension by the end of Key Stage One.

Improved attendance of disadvantaged pupils in comparison to the LA and national average:

Attendance of disadvantaged pupils within 2023-2024 was 92%, which was broadly in line with that of our non-disadvantaged pupils in school. This is above the national average for disadvantaged pupils which sits at 88.9%. This is still significantly below the national expectation of at least 96% attendance and therefore we will continue to work on strategies to increase the attendance of our disadvantaged learners next year.

During the academic year 2023-2024, the strategies that had the most impact on our disadvantaged pupils were: Access to breakfast clubs and after school clubs to aid attendance and punctuality issues, liaising with EWO, conducting home visits where children have not been in school, as well as incentives such as non-uniform days and the chance to win an iPad at the end of the academic year. In addition to this, our Family Support Worker targeted families where Early Help intervention was necessary to reduce persistent absence. Further targeting of our disadvantaged children, who also have SEND needs, will need to be undertaken due to the attendance for this group sitting at 87.79%.

Improved oracy and vocabulary amongst disadvantaged pupils:

During the academic year 2023-2024, we continued to undertake work towards becoming a Voice 21 accredited school. The focus was to elevate the oracy of disadvantaged pupils through implementing a progression in language skills: developing pupils' ability to understand the physical, linguistic, cognitive and social and emotional skills that enable successful discussion. This was implemented successfully and has allowed disadvantaged children to develop effective communication, in line within their peers, as well as providing opportunities within the curriculum to inspire speech and discussion. Small group interventions have taken place to develop oracy, with the implementation of Primary WELLCOMM at the end of the academic year across the school to further develop the bottom 20%. This will continue to be a focus next year.

Improved Multiplication Tables Check:

The results of children within 2023-2024 academic year are as follows:

Score	0-5	6-10	11-15	16-19	20-25	25/25
Percentage	0%	2%	7%	11%	80%	39%

This is a slight dip on last year's results, where 45% of children got full marks, however, is still above the LA average and likely to be above the national average, which is not published until 23rd November 2024. Continued use of Times Table Rockstars and our tracking system for multiplication tables will take place next year.

Achieve and sustain improved wellbeing for all pupils in school, particularly disadvantaged pupils with SEMH needs:

The Family Support Worker is closely involved with all families who require additional support. This has included referrals for bus passes, food parcels, and beds where necessary throughout the year. Early Help assessments are undertaken, as well as potential referrals to other agencies to help support families and the SEMH needs of our disadvantaged pupils. Wishes and feelings work is undertaken to gain pupil perspective and then interventions such as Lego Therapy and Sand Therapy are delivered to meet the emotional needs and confidence of our pupils. In 2023-2024, we also joined Reflexions to provide external mental health support and trained a member of staff as an Emotional Literacy Support Assistant to undertake ELSA interventions with targeted children; designed to support children's wellbeing and development. The impact of this is that individually, we are seeing less behaviour incidents in school. However, disadvantaged boys were highlighted at the end of the academic year, in needing further support to regulate during unstructured times of the day.

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

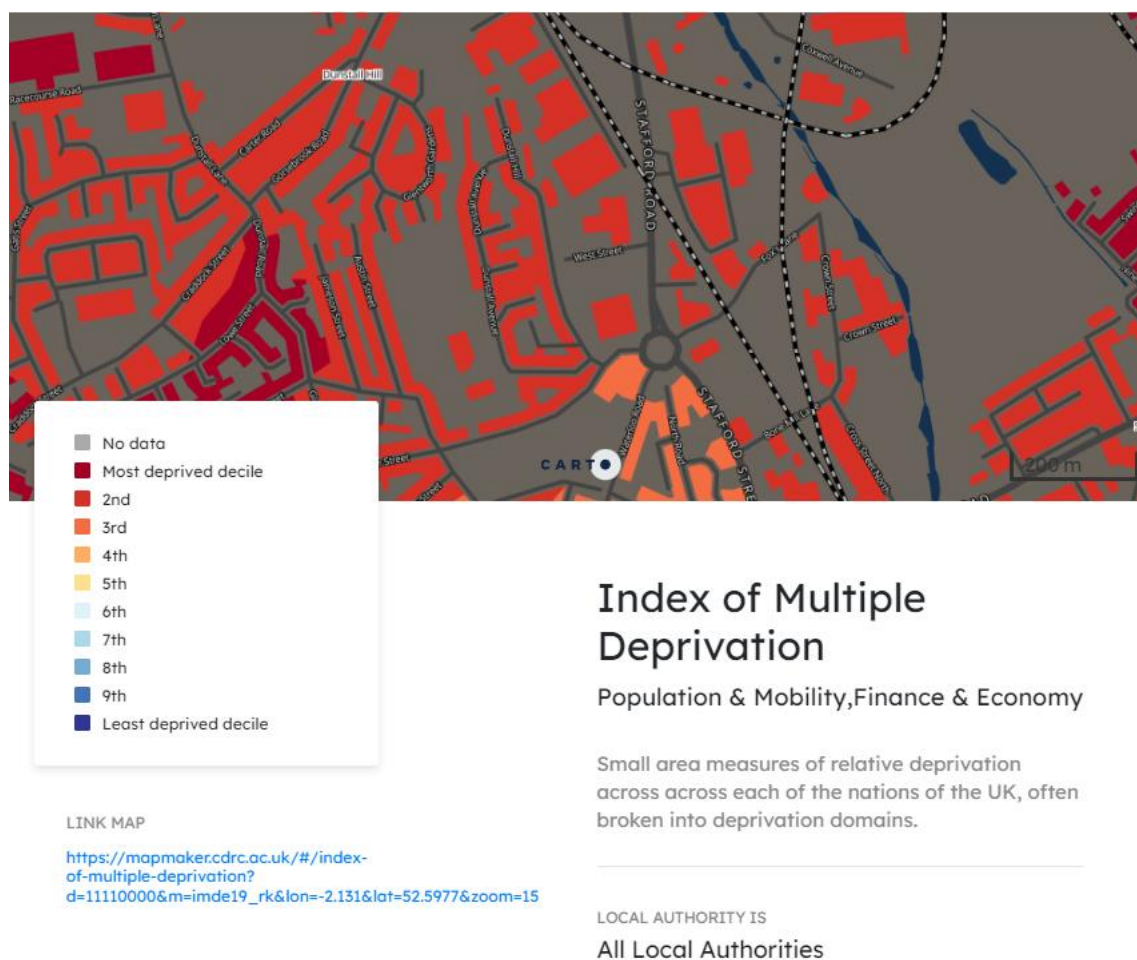
Service Pupil Premium Funding (optional)

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

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/>