

Pupil premium strategy statement – St. Dunstan’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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	630
Proportion (%) of pupil premium eligible pupils	4.28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023 July 2024
Statement authorised by	Julianne Birch (Headteacher)
Pupil premium lead	Amy O’Donovan (Assistant Head)
Governor / Trustee lead	Welfare and Inclusion Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,285
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3915
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£43,200

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan

Statement of intent

St. Dunstan's Catholic Primary School's mission for **all** of our pupils is to:

“aspire to help every child in our care to develop as a whole person, becoming happy, caring and compassionate people where each child's gifts are developed to the full and the foundations for lifelong learning are laid down. Educating our children to be good people, is our highest priority so they have a strong sense of moral purpose and a commitment to use their gifts and talents to create peace in our world and to act compassionately to those in need.”

St. Dunstan's Catholic Primary School is committed to meeting the needs of our disadvantaged learners through our culture of high expectations, carefully planned quality first teaching and a challenging curriculum based on prior knowledge. Where there is an identified need, children will be supported through targeted pastoral, social and academic support at the right time. We expect school staff to develop strong and positive relationships with all pupils and their families. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. We strive to do all that is within our powers to ensure that any barriers to learning are broken down and the children are not limited by their social-economic backgrounds. We aim to provide an equity of experience through our curriculum, as well as access to extra-curricular activities and experiences.

Our key principles are to ensure that any gaps between all pupils and those considered to be disadvantaged are closed, in particular that:

- All children leave St. Dunstan's with a vocabulary that enables them to access all aspects of learning and articulate their thoughts and opinions.
- All children leave St. Dunstan's seeing themselves as readers, who read for pleasure.
- Through quality first teaching and dedicated pastoral support, all children leave St. Dunstan's well prepared for the next step on their educational journey.

All children leave St. Dunstan's confident in their own abilities to achieve and with well-established behaviours for learning.

Challenges

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

Challenge number	Detail of challenge
1	Building upon children's spoken vocabulary to ensure that the curriculum is accessible, particularly on entry to school.
2	Ensuring children have regular adult support with their reading and that they read from a wide range of texts.
3	Developing children's learning behaviours - how they see themselves as learners and how they think about their learning (metacognition) in order to build upon levels of independence.
4	Children not having access to the same level of resources and experiences as their peers.

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
Children have oracy and vocabulary levels in line with their age or above.	Wellcom screening and British Picture Vocabulary Scale assessments will be in line with the child's chronological age.
Children's reading, writing and maths assessment at Key Stages and end of year data is in line with end of year/key stage expectations.	The percentage of disadvantaged pupils achieving end of year expectations will be in line with those who are not considered to be disadvantaged, unless the child has a Special Educational Need that impacts on their cognition and learning.
Children have a positive view of themselves as learners and will be independent in their learning.	Pupil surveys will show that disadvantaged pupils view themselves positively as learners.

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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus in CPD	EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	3
CPD for staff in EYFS and Year 1, as well as SLT on Little Wandle phonics	EEF toolkit: high impact low cost. +5months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	2
Use of Little Wandle phonics scheme that ensures fidelity to the scheme.+9	EEF toolkit: high impact low cost. +5months EEF Pupil Premium guide – High Quality Teaching	2
Assistant Head of Teaching and Learning out of class (2 days) to support across the school and Senior Teachers for Teaching and Learning out of class	High quality curriculum and provision for all learners across the school. Support CPD for staff. Lead on interventions. EEF Pupil Premium guide – High Quality Teaching	1, 3, 4
Non-teaching inclusion leader	Co-ordinates PP strategy and partnership with parents.	1, 2, 3, 4
SDP 3 Pupil Productivity and Participation CPD: Retrieval Learning tasks Teacher presence	CPD to support developing children's deep and lasting understanding of their learning and manage what they think. Including use of feedback – Teacher Feedback to Improve Pupil Learning report. EEF: Cognitive Science in the Classroom EEF toolkit: Very high impact and low cost. +7months EEF CPD report EEF Pupil Premium guide – High Quality Teaching	1, 3 ,4

SDP 2 Curriculum to secure pupil learning	EEF toolkit: Very high impact for low cost. +6mths. EEF Pupil Premium guide – High Quality Teaching	3, 4
Working with parents	EEF toolkit: Parental Engagement: moderate impact and low cost +4 mths EEF Pupil Premium guide – Wider Strategies	2, 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. EEF Pupil Premium guide: Targeted academic support	1, 3, 4
Number Sense	EEF toolkit: Small group tuition (moderate impact for low cost +4mths) EEF Pupil Premium guide: Targeted academic support	
Guided reading and Chatter groups	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. Small group tuition + 4mths progress EEF: Improving Literacy in KS1 EEF Pupil Premium guide: Targeted academic support	1, 2, 4
Talk Boost	EEF toolkit: Oral Language Interventions – high impact for low cost. +6months progress. EEF Pupil Premium guide: Targeted academic support	1, 3, 4
1:1 tuition	EEF toolkit: One to One tuition: High impact for moderate cost. + 5mths EEF Pupil Premium guide: Targeted academic support	1, 2, 3, 4
1:1 reading	EEF toolkit: Reading comprehension strategies + 6mths EEF Pupil Premium guide: Targeted academic support	2

Hornet Literacy Primer	EEF toolkit: Phonics: high impact low cost. +5months EEF Pupil Premium guide: Targeted academic support	2
NESSY	EEF toolkit: Phonics (spelling intervention) high impact low cost +5mths EEF Pupil Premium guide: Targeted academic support	2
Maths/English Club (After School)	EEF toolkit: Small group tuition (moderate impact for low cost +4mths) EEF Pupil Premium guide: Targeted academic support	2, 3, 4

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

Budgeted cost: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring	EEF toolkit: + 2mths progress EEF Pupil Premium guide: Wider strategies	3
Rainbows	EEF toolkit: Social and Emotional Learning +4mths EEF Pupil Premium guide: Wider strategies	
Supporting with purchase of uniform, payments for school trips etc.	Maintain equality between pupils. EEF Pupil Premium guide: Wider strategies	4
Headteacher and Inclusion Leader monitor attendance of all, especially disadvantaged learners.	Pupils with good attendance will make better progress. EEF Pupil Premium guide: Wider strategies	
Library regularly stocked with new releases.	All children have access to a range of high quality books, including new and popular releases. EEF Pupil Premium guide: Wider strategies	2
Provision of free or reduced cost places at Breakfast Club or After School Club for	EEF Pupil Premium guide: Wider strategies	

disadvantaged pupils who need it.		
Provision of free places at extra-curricular clubs	Broaden pupils experiences and opportunities EEF toolkit: Arts participation +3mths Physical activity +1mth	

Total budgeted cost: £ £43,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

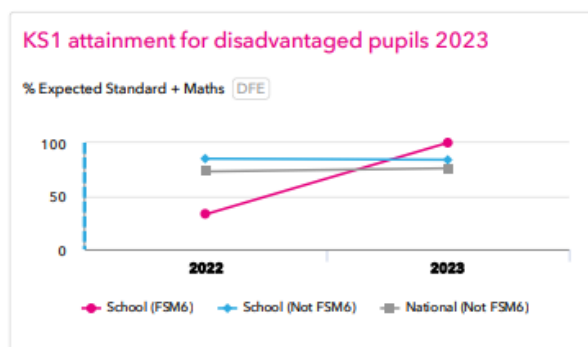
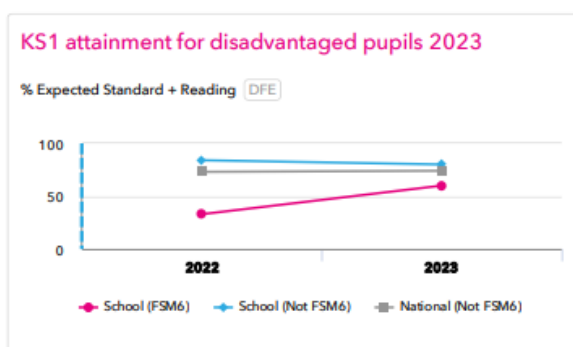
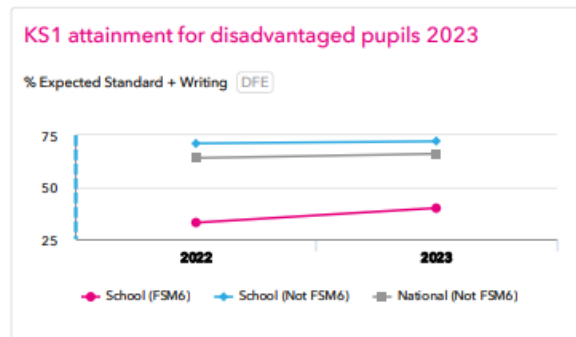
We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that performance and attainment of pupils in KS1 and KS2 have improved upon last year. The EYFS data has highlighted that we need to ensure that our strategy for EYFS extends beyond oral interventions to support the pupils in their transition to Key Stage One.

In the academic year 2022-23:

At the end of EYFS, 77.5% of pupils achieved GLD (good level of development) in comparison to 73.4% within Surrey and 67.3% nationally. With 50% of the pupil eligible for pupil premium achieving GLD.

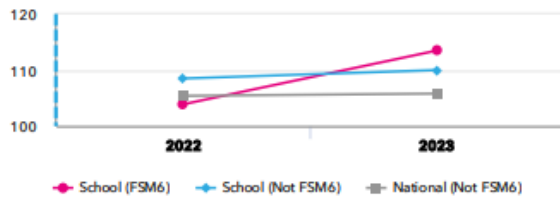
At the end of KS1, 100% of children eligible for pupil premium in Year 2 met the end of year expectations for Maths, 60% in Reading and 40%. 40% of pupils eligible for pupil premium achieved the expected standard in Reading, Writing and Maths combined.



At the end of KS2 100% of pupils eligible for pupil premium met the expected standard in Reading, Writing and Maths.

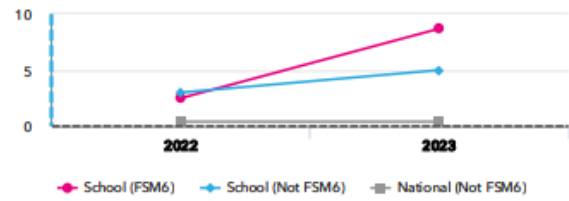
KS2 attainment for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



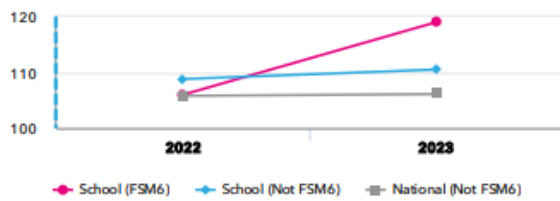
KS2 progress for disadvantaged pupils 2023

Average Scaled Score (Re, Ma)



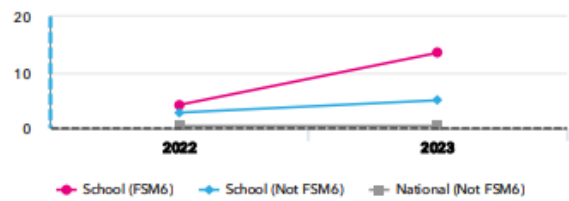
KS2 attainment for disadvantaged pupils 2023

Scaled Score Reading (DFE)



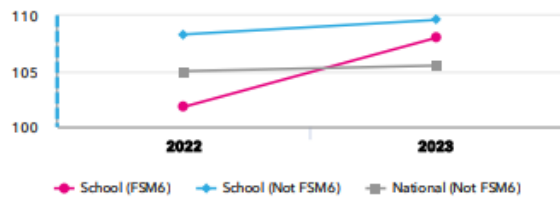
KS2 progress for disadvantaged pupils 2023

Scaled Score Reading (DFE)



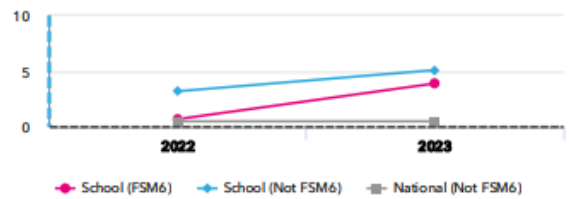
KS2 attainment for disadvantaged pupils 2023

Scaled Score Maths (DFE)



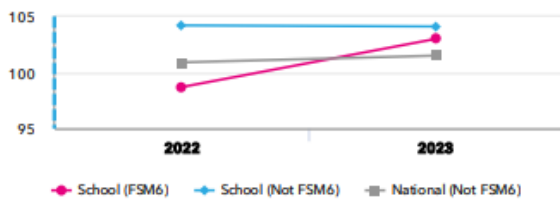
KS2 progress for disadvantaged pupils 2023

Scaled Score Maths (DFE)



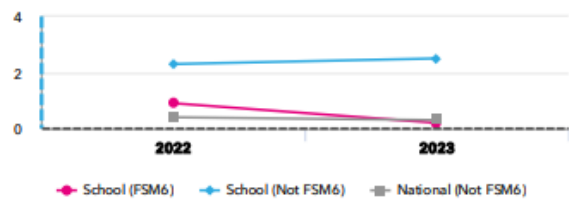
KS2 attainment for disadvantaged pupils 2023

Scaled Score Writing (DFE)



KS2 progress for disadvantaged pupils 2023

Scaled Score Writing (DFE)



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
NESSY	Nessy Learning Ltd
NELI	Nuffield Foundation
Times Tables Rock Stars	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium:

- 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.