Pupil premium strategy statement – Dymchurch Primary School (2023-26)

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	162
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Iain Rudgyard (HT)
Pupil premium lead	Iain Rudgyard
Governor / Trustee lead	Kirsten Terry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,467
Recovery premium funding allocation this academic year	£8,120
Pupil Premium Plus (LAC) funding	£4,432
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	£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*	£96,019

Part A: Pupil premium strategy plan

Statement of intent

We intend to ensure that the gap between the attainment and progress of pupil premium and non-pupil premium pupils both within the school and nationally is closed. To ensure that pupil premium children gain the social and emotional skills to access the knowledge curriculum and develop a love of learning. To identify the challenges that our pupil premium children face and the ways that these will be addressed, using research on the most effective strategies provided by the Education Endowment Foundation (EEF).

Our objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to nurture their social and emotional wellbeing and to develop resilience
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives:

- Provide all teachers with high-quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sports and music
- Provide nurture to support pupils in their emotional and social development

Challenges

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

Challenge number	Detail of challenge
1	**Attendance and punctuality** Attendance amongst our disadvantaged pupils is lower than that of other pupils. Disadvantaged pupils may often be late and miss significant parts of their learning.
2	**Parental engagement and support** Lack of parental engagement and support - often due to low levels of literacy and numeracy and possibly difficult school experiences themselves - leading to pupils having few opportunities to extend their learning at home.
3	**Lack of experiences** Often our disadvantaged pupils have seen and experienced very little of the world outside Dymchurch. Engaging them in opportunities such as music lessons or to see the wider world, and experience things like going to the theatre, the forest, the zoo, etc. opens up a new universe of experiences from which they can draw.
4	**Progress and attainment** Overall attainment is typically weak and below national expected standards at the end of Key Stage 2. Children start school below what is expected.
5	**Emotional Regulation and Resilience** Children are coming to school with little awareness of their own emotions and how to manage them. Consequently, they are less resilient when it comes to overcoming challenges and difficulties
6	**Cost of living crisis** Many families are struggling to make ends meet and children are coming to school ill-prepared for learning due to food shortages or inability to heat homes.

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
Attendance for the academic year 2023-24 will be in line with National Expectations. To be sustained moving forwards. Persistent absentees will be below the national level	Termly attendance meetings show the school is on track to meet this target Attendance team following up on absence daily and working with Trust team and SLO where needed.
Increased involvement from parents/carers in their child's academic development and working collaboratively with the school	Increased opportunities for parents to view children's work. Extra capacity for wrap-around care if needed Re-launching of the school PTA (FOD's)
All children have equal opportunity to access extra-curricular activities.	No child missing out on in-school visits/visitors, including residential visits. All families made aware of extra-curricular activities available (and funded for PP children)
Improved progress and attainment in core subjects across all year groups. Plan is for PP to be in line with National expectations	%age of PP children achieving the expected standard for RWM to be in line with national expectations. (65%) Accelerated progress in all year groups to bring them in line with non-PP
Children are able to clearly recognise their emotions and have developed strategies to regulate them. Increased levels of resilience across the school.	Introduction of 'Zones of Regulation' and 'Good to be Green' behaviour strategies across the school. Introduction of a 'Nurture provision for identified pupils'
Children to not be disadvantaged by the cost of living crisis	Development of Dymchurch Donation Bank Enhance FLO involvement with struggling families

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: £ 16,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of foundation assessments and monitoring to ensure all children have equal access to the curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	3, 4
Investment in foundation subject-specific reading books to develop wider knowledge and skills	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf The whole curriculum matters in developing pupils' reading comprehension, because good comprehension depends upon knowing a lot. However, reading successfully in any subject depends upon pupils' ability to read accurately and fluently, so that they can direct their attention to the knowledge they will learn from the text rather than to decoding it. Pupils who cannot read well need urgent support. It is vital that all teachers know who these pupils are and how they can provide extra support in the lesson until they can read. It is especially important for key stage 3 teachers who, generally, will not see and teach these pupils every day.	4
CPD on the use of White Rose Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.	4
CPD on effective Reading Comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring	4

	meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (+6 months impact)	
Teacher Instructional Coaching	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development **Instructional coaching:** experts working with teachers to discuss classroom practice on a one-to-one, regular, and sustained basis. Experts may observe the teacher in action, before encouraging focused practice of specific teaching skills.	4
Teacher NPQSL, NPQLL, NPQLBC & NPQH	https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours A team is built to acknowledge the wide range of expertise needed for success It is essential that those with capacity and authority to make change in school are all involved in teaching and learning conversations around effective learning behaviours. This will include the Headteacher, Teaching and Learning Lead, SENCo, Pastoral Lead and Middle Leaders. Communication between these members of staff is important to structure and to embed protected time within the school calendar. This team will have their perspectives on evidenced practice to ensure change is sustained and a priority in school development planning over years. Time to explore the school context, including pupil, parent and teacher voices is essential to bring a true understanding of local context and professional judgement to the evidence. This way we can accurately identify priorities for our schools.	4,5
Investment in assessment software to highlight need and gap analysis (GL)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf Schools use information systems to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists should be recorded as part of this overall approach.	4

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

Budgeted cost: £ 30,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and group interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	4
Speech and Language assessments and support	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Overall, studies of 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. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	4
Resources for supporting intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Evidence suggests that the more effective approaches are structured and involve high-quality support and training, so it is important that teaching assistants have professional development in the pedagogy and content of the specific intervention they are expected to use.	4
TA Training to deliver intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	4

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

Budgeted cost: £ 49,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the social, emotional and behavioural needs of the children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	5
Working collaboratively to support attendance	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1701752402 It is important to talk to parents so that any plan is informed by an understanding of families' lives and what facilitates or impedes their support for their children's learning. By doing this you will, in your own school and context, have a clear starting point from which to move forward. It is also important to be clear about which activities are intended to support children's learning directly and which have other goals—for example, increasing attendance, being proactive about safeguarding, or building trust and respect between school and home. Parental involvement with the school—such as attending events—is a stepping-stone to parental engagement in learning but it is not sufficient to improve learning outcomes on its own. The school has its own 17-seater minibus which supports families that may struggle to get their children to school for a variety of circumstances. Whether this supports children's SEMH, supports families with financial difficulties or helps with regards to rural locations of family residences, the school aims to support our families and to improve attendance by providing this service.	1,2
Provision of extra-curricular activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	3
Wrap around Care	https://assets.publishing.service.gov.uk/media/653a3aa280884d0013f71b8e/National_wraparound_childcare_programme_handbook_a_guide_for_local_authorities.pdf A previous Education Endowment Foundation (EEF) impact evaluation of the breakfast programme found that offering pupils in primary	1,6

	schools a nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	
Parental support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	1,2,3,6

Total budgeted cost: £ 96,019