



# Dunston Hill Community Primary School – Pupil Premium Strategy Statement

1. Summary information					
School	Dunston Hill Community Primary School				
Academic Year	2020-21	Total PP budget	£154,440	Date of most recent PP Review	September 2020
Total number of pupils	380 excl. Nursery	Number of pupils eligible for PP	115 (30%)	Date for next internal review of this strategy (Review of budget April 2021)	May 2021

2. Current KS2 attainment (NB This is the last available end of year summative 2019 data. No data submitted end of academic year 2020. We will update with baseline autumn 2020)					
	<i>All Pupils (School)</i>	<i>All Pupils (National)</i>	<i>Pupils not eligible for PP (School...37)</i>	<i>Pupils eligible for PP (School ... 17)</i>	<i>Pupils not eligible for PP (national)</i>
% / number achieving the expected standard or above in reading, writing & mathematics	67%	65%	78%	39%	65%
Attainment in reading	78%	73%	87%	44%	73%
Attainment in writing	82%	78%	89%	67%	78%
Attainment in mathematics	80%	79%	92%	56%	79%

2. Current KS2 Progress (NB This is the last available end of year summative 2019 data. No data submitted end of academic year 2020. We will update with baseline autumn 2020)					
	<i>All Pupils (School)</i>	<i>All Pupils (National)</i> <i>(available Feb 2020)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils eligible for PP (School ... 17)</i>	<i>Pupils not eligible for PP (national)</i> <i>(available Feb 2020)</i>
Progress in reading	1.4		2.1	-0.1	
Progress in writing	2.0		2.4	1.0	
Progress in mathematics	1.3		1.6	0.5	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A proportion of pupil premium children are on the SEN register and require additional support to address identified learning needs. There are a range of issues including speech and language, SPLD and physical / gross / fine motor
B.	A proportion of children have social and emotional wellbeing issues which impact on learning and outcomes
C.	Some pupil premium pupils need additional support to address gaps in learning and ensure good progress. Contributory factors will include lack of retention, poor working memory, absence from school etc.
D.	Pupils' basic reading skills and habits can be poor and this has an impact on a wide range of aspects such as vocabulary acquisition, spelling, writing and general comprehension.
E.	Reasoning in mathematics at the standard required is challenging with issues around children's resilience and the time required to concentrate and produce consistently high outcomes.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	Overall pupil premium attendance is lower than that of other children in school which relates to low attendance rates for a proportion of pupil premium children
G.	Some pupil premium children are affected by wider family circumstances and relationships which impact on their development. Some of these families have engagement with social services or other agencies whilst others have refused to engage in external support which falls short of statutory intervention such as Early Help.
H.	Some pupil premium pupils enter school with basic skills and experiences that are lower than those of their peers. They need early support with toileting, speech and vocabulary development, social skills, exposure to number, physical development and the wider world. This group of children tend to need continued support from school to continue the expansion of their horizons and provide exposure to teaching and other experiences which will support the development of basic skills such as reading, vocabulary development, spelling, writing, comprehension and number fluency as well as wider curriculum and cultural experiences to develop their understanding of the world they live in
I.	Some pupil premium children do not receive the same levels of support with reading or homework in the home environment as other children in school. They may also not have the appropriate resources at home such as a laptop or iPad to support their work away from school and particularly during Covid-19 lockdown as well as remote learning.

4. Outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Increase proportions of pupil premium reaching and exceeding expected standards and making positive progress	<ul style="list-style-type: none"> <li>• % achieving expected and higher levels is at least in line with national non-pupil premium</li> <li>• Progress is at least in line with national non-pupil premium</li> </ul>
B.	Children who have additional needs, who have gaps in learning or are at risk of falling behind or not making the progress expected of them will be supported through effective intervention to help them to catch up. School is particularly cognizant of the need to close any additional gaps created through the coronavirus pandemic when usual barriers to learning have been further exacerbated.	<ul style="list-style-type: none"> <li>• Pupils will be involved in high quality one to one or small group interventions which will focus on addressing gaps in learning</li> <li>• Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning</li> <li>• Children will be timetabled into the school's Nurture Provision (nurture Pods and Forest School) as well as options to use these facilities on an ad hoc basis</li> <li>• iPads or laptops provided to support home learning as well as physical resource packs.</li> </ul>
C.	Children will show high levels of engagement with reading and will access an increasing amount of quality reading material in school and at home	<ul style="list-style-type: none"> <li>• Children will choose to read both in and outside of school and will develop enjoyment and reading resilience</li> <li>• School library will be refreshed to provide more challenging books as well as support for lower ability readers.</li> <li>• Children will engage with adults in meaningful discussions about books</li> <li>• Reading outcomes will improve for pupil premium children</li> </ul>
D.	Children are supported to develop strong basic skills including good number knowledge to support fluency, accurate use of speech and grammar, developing vocabulary and improving spelling	<ul style="list-style-type: none"> <li>• Teaching timetables provide opportunities to teach basic skills</li> <li>• Pupil premium writing outcomes improve (attainment and progress)</li> <li>• Book scrutiny demonstrates use of a wider vocabulary across the curriculum</li> <li>• Children have rapid recall of number facts and are able to apply spelling patterns</li> <li>• Children will be supported with times-tables recall in order to be successful during end of Year 4 testing</li> </ul>
E.	Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking	<ul style="list-style-type: none"> <li>• The curriculum offers exciting opportunities to engage beyond a normal school day e.g. residential – Edinburgh, Dukeshouse Wood / Robinwood Alston, York, outdoor adventurous activities, cultural and religious visits, arts, spiritual / SMSC visits</li> <li>• Pupil premium children have subsidised visits where needed to ensure equal access to all additional activities</li> </ul>
F.	Children with emotional and social needs are provided with access to appropriate support	<ul style="list-style-type: none"> <li>• Children with emotional needs have rapid access to appropriate support e.g. additional adult or external services</li> <li>• Collaborative work with network of external providers</li> <li>• Use of school's own nurture provision – including Forest School, the Dunston Den, the Dunston Retreat and a Family Support Worker</li> </ul>

G.	Children attend school regularly and are ready to learn. Additional work to be carried out through supportive phone calls home during initial coronavirus lockdown in summer term 2020, followed up with building strong relationships with the family to further support their reintegration into school in September 2020.	<ul style="list-style-type: none"> <li>• Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance</li> <li>• Pupil premium attendance improves and is at least as good as national</li> <li>• Children’s attitudes to learning are positive and they are motivated to attend</li> <li>• Attendance rewards engage and motivate children to take responsibility for their own attendance</li> <li>• Parental engagement increases</li> </ul>
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**5. Planned expenditure**

Academic year	2020-21
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Increase proportions of PP reaching and exceeding expected standards and making positive progress	Feedback / marking – continue to refine processes and ensure systems are embedded. New Marking and Feedback Policy created September 2020. Additional clarity to support all pupils in making progress.	Our own evidence of the effectiveness of changes to the marking and feedback policy.	Book scrutiny Staff / pupil discussions Staff meeting time Lesson observations DER Drop-ins	HT DHT PTL	Termly	<b>£1,000</b>
	Use of focused pupil progress meetings to raise staff awareness of the progress of individual children and to identify key targets for the next term	Pupil progress meetings enable leaders to engage with staff members and identify the specific gaps in children’s	Targets Children’s books Assessment information PTL Action Plans	HT DHT PTL	Termly	<b>£12,000</b>

<p>Children will show high levels of engagement with reading and will access an increasing amount of quality reading materials in school and at home</p>	<p>Focus on developing reading in school  Purchase of class texts  Development of enchanted garden and reading den and purchase of new fiction / non-fiction books  Reading engagement sessions / book challenges  Author visits  Reading tracking  Purchase of Accelerated Reader licenses  Purchase of Junior Librarian licenses  Purchase of Reading Plus licenses  Purchase of Literary Shed + licenses with explicit links to writing and support for boys and gender gap.  Changes to the approach to the teaching of reading within school</p> <p><b>RWI Books:</b>  Early Years/KS1 – Home reading books to reinforce the phonics sounds being taught in school as part of the RWI programme</p>	<p>In our experience, children who are readers are able to bring a wider vocabulary into their writing.  Reference points for writing prompts are wider and themes can be explored in greater depth.</p>	<p>Evidence of PP children engaging with reading.  Assessment information including book band progression and beyond  Evidence of expanded vocabulary  Improved reading resilience  Accelerated Reader assessments - ongoing</p>	<p>DHT  PTL  English Curriculum Leader</p>	<p>Termly</p>	<p><b>£7,500</b></p> <p><b>£1,600</b></p>
<p>Children are supported to develop strong basic skills including accurate use of speech and grammar, developing vocabulary and improving spelling, and good number knowledge to support fluency</p>	<p>Comprehension focus / Spelling focus – purchase of new Rising Stars resources and assessments  Training for staff on new comprehension / spelling materials (staff meetings)  Timetabling to ensure focus on comprehension / spelling  Introduction of new mastery maths in each year group  Purchase of Times Table Rock Stars software to support children with number facts and</p>	<p>In our experience, children who are able to access the more advanced elements of the curriculum are those who have a strong grounding in the basic skills and are able to draw upon these fluently. This can be a particular issue for PP children</p>	<p>Assessment info  Lesson observations  Monitoring  Timetables</p>	<p>PTL  SENDCo  FSW</p>	<p>Termly</p>	<p><b>£7,000</b></p>

	<p>multiplication. Purchase of My Maths software Monitoring of impact</p> <p>Fidget/fiddle toys – support children in class who find it difficult to concentrate/focus for prolonged periods of time. SEMH story books – address individual/small group/whole class needs, e.g. worries, bereavement.</p> <p><b>Software:</b> Lexia Reading supports software provides differentiated literacy instruction for pupils of all abilities, personalised learning in the six areas of reading, targeting skill gaps</p> <ul style="list-style-type: none"> <li>• Engages and motivates pupils in a game-like environment</li> <li>• Provides progress-monitoring student data without a test</li> </ul> <p>Accelerated Reader software aims to motivate, monitor, and manages pupils independent reading practice to develop a true love for reading. - develops reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated.</p> <p>All software is accessible via iPad, Chromebook, or web browser</p>		<p>Some cohorts have a dynamic of pupil premium children with SEND or SEMH needs where the additional use of these resources will support access to learning.</p> <p>Targeted use of tech including iPads and laptops either provided through the government or more often, due to problems with resourcing, long-term loans through school.</p>			<p><b>£1,000</b></p> <p><b>£2,000</b></p>
<b>Total budgeted cost</b>						<b>£32,100</b>

ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Children who have additional needs will be supported by effective intervention	Teacher delivery of interventions to further support PP and SEND children	Providing least able children with focused, regular quality teaching	Observations of sessions Monitoring of whole-school assessment information Analysis of small steps of progress  Feedback from staff	SLT SENDCo & Inclusion Lead FSW	Half termly	£77,920
	Implementation of new Nurture provision (The Dunston Den and the Sensory Room including structural work, fixtures and fittings and resources)					£2,450
	<p>Our community room has been developed into our <b>Dunston Den</b> to further enhance our nurture provision. Furniture and other resources were purchased to create a safe, happy indoor environment where children go to chat / play with friends or adults or just sit quietly and think.</p> <ul style="list-style-type: none"> <li>• The Den supports children who struggle to socialise can build on forming friendships and behaviours during lunchtimes.</li> <li>• Mrs Tuart (SENDCo) supports children to address/overcome barriers to learning</li> <li>• Mrs Cox is used by Mrs Cox (Family Support Worker) to develop self-esteem, confidence, resilience and much more in small group and 1:1 session</li> <li>• It is used by various professionals (e.g. Kalmer Counselling, National Health Service mental health professionals (Trailblazers/RISE), social workers)</li> </ul> <p><b>The Dunston Retreat</b> is a therapeutic space with a variety of equipment that provides children with special needs with personalised sensory input to help these children calm and focus themselves so they</p>					£8,800

	<p>can be better prepared for learning and interacting with others.</p> <p>The state-of-the-art equipment includes a popcorn tube, interactive light source, vibro-acoustic crash (ball) pit, fibre-optic carpet, soft light tunnel which are controlled by a central device. Sensory support can be tailored to pupils' individual sensory needs.</p> <p>Teaching assistants delivering high-quality one-to-one and small group support using structured intervention packages for which they have received training e.g. RWI 1:1 phonics, Lexia support, Literacy Shed, Accelerated Reader, morning 1:1 reader, 1st Class@Number 1 and 2, Numbers Count 2, Talk 4 Number, Success@Arithmetic etc.</p>	<p>Our own experience and EEF research show that TAs are most effective when delivering structured programmes</p> <p>TAs are now part of our annual appraisal cycle from January 2020. Progress in this respect was curtailed by the lockdown in late March and is due to be reinstated by January 2021.</p> <p>There will be a whole-school objective linked to teacher Performance Management and the School Improvement Plan and one CPD objective to support the development of the member of staff.</p>	<p>Observations of sessions</p> <p>Monitoring of assessment information</p> <p>Feedback from staff</p>	<p>SLT</p> <p>PTL</p> <p>SENDCo &amp; Inclusion Lead</p>	<p>Mid-year appraisal discussions</p>	
<b>Total budgeted cost</b>					<b>£89,170</b>	

**iii. Other approaches**

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
<p>Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking</p>	<p>Performance in musicals Theatre visits PE enrichment activities Supported access to residential visits</p>	<p>Arts participation – positive engagement and associated aspiration Our own experience of visits providing children with first hand opportunities</p>	<p>Lesson observations Pupil interviews Use of language Individual PP audits Residential Feedback forms</p>	<p>SLT</p>	<p>Termly</p>	<p><b>£500</b></p>
<p>Children with emotional and social needs are provided with access to appropriate support</p>	<p>Specified adult in each phase team to be able to provide rapid intervention where most vulnerable PP children need emotional support – Linked to SEND &amp; Nurture / Inclusion Provision</p> <p>Our Family Support Worker (FSW) works in partnership with the Inclusion Manager to create a nurture base/room to be used to support social, emotional and mental wellbeing and behaviour at lunchtime and to be used as a base for SEMH activities/interventions (if/when applicable). Purchased Boxall Profile as a tool to assess SEMH areas of need and ways to target/address these specific needs.</p> <p>FSW - organising and leading groups, e.g. Tiny Tribes, Family Forest School, attending TAF meetings. SEMH nurture provision for vulnerable children and families.</p> <p>In addition to working with the children, we offer family-based nurture provision:</p>	<p>Advice of counselling and educational psychology services</p>	<p>Regular meetings with counselling services Observations from staff Presentation of children Use of the timetabled Pods and Forest School as well as ad hoc support</p>	<p>SENDCo</p>	<p>Half-termly</p>	<p><b>£25,340</b></p>

<p>Children attend school regularly and are ready to learn.</p> <p>This work has been impacted by coronavirus with much of the summer term lost due to lockdown.</p> <p>Support was put in place to ensure physical resources were available for PP families as well as directing our nurture professionals to support on the telephone and in person – delivering packs and signposting to food support options.</p>	<ul style="list-style-type: none"> <li>• Family Forest School, where parents/carers attend Forest School with their child(ren)</li> <li>• Tiny Tribes (Forest School for under 3's)</li> <li>• Family Learning – areas of need expressed by parents/carers</li> <li>• drop-in 'chill and chat' sessions with the Family Support Worker</li> </ul> <p><b>Kalmer Counselling</b></p> <p>Small number of children identified by staff as requiring support with being able to offer 1:1 support by giving children the time and space to explore their internal world to understand their own struggles, thoughts, feelings and behaviours.</p> <p>Weekly monitoring of attendance.</p> <p>Attendance initiatives to engage children in process</p> <p>Introduction of Fast Track process for children in danger of becoming persistent absentees</p> <p>Increased opportunities to engage parents in children's learning with a focus on early years to ensure early engagement / expectations e.g. through workshops, family learning opportunities etc.</p> <p>Increased use of Forest School and nurture areas.</p>	<p>Every day counts – relaunch of Attendance Display in Hall</p> <p>Our own experience of children making more progress when they are in school regularly engaging parents has a positive impact on family and children's attitudes to school.</p>	<p>Weekly attendance monitoring</p> <p>Impact of fast track 100% Attendance Award Class Attendance Awards for EYFS/KS1 and KS2</p> <p>Temporary postponement of initiatives due to challenges caused by Covid-19</p>	<p>DHT Office Manager</p>	<p>Attendance - weekly</p>	<p><b>£5,330</b></p> <p><b>£2,000</b></p>
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<b>Total budgeted cost</b>	<b>£33,170</b>
<b>Grand Total</b>	<b>£154,440</b>