



Pupil premium strategy statement 2021-22

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	Dolphinholme CE Primary
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers	2021/22- 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dianne Cross
Pupil premium lead	Dianne Cross- HT Sarah Baines - SENCO
Governor	Rev Christina Walker SEN Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,760
Recovery premium funding allocation this academic year	£640
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	£13,400

Part A: Pupil premium strategy plan

Statement of intent

Missions Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

At Dolphinholme, we have high aspirations and ambitions for our pupils and we believe learners should reach their full potential. We strongly believe in every child and believe that reaching your potential is about developing the necessary skills and values required to succeed irrespective of their background or the challenges they face.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Some pupils have limited experiences beyond their home life and immediate community.
3	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges can affect disadvantaged pupils, including their attainment.

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (reading, writing, maths) and previous key stage; those who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure fallen behind pupils receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2022 and 2023 data will show that 95-100% of disadvantaged pupils have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10-20% of disadvantaged pupils will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on disadvantaged pupils’ learning and has helped to accelerate progress.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Pupil questionnaires will show that pupils enjoy school and are enthused to learn more. We will have instilled a love of learning in all pupils.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.</p>
<p>Support is available for children with social and emotional needs.</p>	<p>As far as is possible, pupils with social and emotional needs will be supported to make good progress.</p>

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: £9,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervision for TA (CPD)	HM Government Sept 21: Promoting children and young people's mental health and wellbeing A whole school or college approach	4
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for pupils identified as needing to catch up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully .	1, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 3

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

Budgeted cost: £1176

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL programme (Maths and English) every morning staffed by experienced TA.	We have used this approach for many years and it has made a positive impact on spelling, reading, maths for the children accessing it. https://idlsgroup.com/case-studies	1, 3

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3

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

Budgeted cost: £10,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable pupils to be highlighted and supported through ELSA sessions, and Lego Therapy sessions.	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement https://www.elsa-support.co.uk/about-elsa-support/	4
TA support for targeted support during transition pre school – EYFS, Y2 – Y3 and Y6 – high school.	We believe that pupils supported to make the best start will continue to flourish.	1, 4
Disadvantaged pupils to have access to wider school opportunities. Eg music lessons, after school sports clubs.	Building cultural capital https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework	2

Total budgeted cost: £21,256

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.

PPG funding was used to provide specific support with maths and English and to continue to fund the IDL programme. The funding is also used to provide carefully targeted intervention in order to close gaps.

The funding was used to provide TA support and to provide targeted interventions focused on both cognitive development and also emotional well being to improve behaviour for learning.

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
none	

COVID Catch up Funding

In June 2020, a £1 billion fund for education was announced by the government. Further guidance was released in July 2020 (<https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium>) outlining how the money would be distributed and how it should be spent.

The catch-up premium is funded on a per pupil basis at £80 per pupil based on the previous year's census. Schools have the flexibility to spend their funding in the best way for their children and circumstances. As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of the government, of getting schools back on track and teaching a normal curriculum as quickly as possible.

It is anticipated that Dolphinholme CE Primary School will receive £7,040 in the catch-up premium grant (based on 88 children x £80 per child).

Since September 2020, we have been implementing our 'catch-up' programme which, broadly speaking, consists of:

- Identifying pupils in need of extra input in phonics, reading, writing and maths
- Providing extra adult support (headteacher, supply teacher cover, extra TA sessions) for pupils either during the school day and in a small number of cases, after school
- Continuously monitoring progress to inform the impact of these approaches whilst constantly monitoring the progress of all pupils across the school and identifying pupils who are in need of input
- Purchasing curriculum resources to support pupils getting 'back on track'

