



Pupil premium strategy statement for Dolphinholme CE Primary School for the 2023/2024 academic year.

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	86
Proportion (%) of pupil premium eligible pupils	8.1%
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)	2023/2024 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joanne Mather
Pupil premium lead	Joanne Mather - HT Sarah Baines - SENDCo
Governor / Trustee lead	Dr. Harriet Newnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2023/2024)	£23,632.00
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>	£2,000.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£25,632.00

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 their full 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 are 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

The key principles of our strategy:

- Provide high quality education for all
- Provide targeted/research-based interventions to secure further progress
- Provide family and pupil support to ensure children have a positive mindset for all aspects of learning

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 2024 and 2025 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 2023-2024

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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervision for TA (CPD)	<p>HM Government (updated November 2023):</p> <p>Promoting children and young people’s mental health and well-being</p> <p>A whole school or college approach</p>	4
<p>Purchase up to date PIVATS training for staff to refresh the use of PIVATS as a progress and monitoring tool for children working significantly below age related expectations. Evidence from PIVATS will be able to inform the next steps for the child at support a steady rate of progress. It will impact on the teacher and support staff as by using PIVATS individual instruction which has evidence of improving progress of lower attaining pupils will need to be implemented.</p> <p>Individualised Instruction</p>	<p>Purchase up to date PIVATS training for staff to refresh the use of PIVATS as a progress and monitoring tool for children working significantly below age related expectations. Evidence from PIVATS will be able to inform the next steps for the child at support a steady rate of progress. It will impact on the teacher and support staff as by using PIVATS individual instruction which has evidence of improving progress of lower attaining pupils will need to be implemented.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	3
<p>Enhancement of our maths teaching and curriculum in line with EEF / Maths Hub and DFE research.</p> <p>We will fund teacher release time to embed key elements of guidance in school to access Maths Hub resources and CPD (including mastery readiness)</p>	<p>The DfE non statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches:</p> <p>Mathematics Guidance KS1 and 2</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of best available evidence. Improving mathematics in KS1 and 2</p> <p>https://educationendowmentfoundation.org.uk</p>	2

	org.uk/education-evidence/guidance-reports/early-maths	
<p>Allocation of funding towards:</p> <p>Developing high quality teaching, assessment and a broad and balanced, knowledge and skills-based curriculum that responds to the needs of pupils.</p> <p>Professional development to support the implementation of evidence-based approaches.</p> <p>Mentoring and coaching for teachers.</p> <p>Recruitment and retention of teaching staff.</p> <p>Technology and other resources to support high quality teaching and learning.</p> <p>Allocation of funds for reading (including early reading and phonics), writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>The EEF Guide to the Pupil Premium. <i>The tiered approach to Pupil Premium spending.</i> (Updated September 2023)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p><i>In addition:</i></p> <p>https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	1, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
IDL programme (Maths and English) every	We have used this approach for many years and it has made a positive impact	1, 3

morning staffed by experienced TA.	on spelling, reading, maths for the children accessing it. https://idlsgroup.com/case-studies/	
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
Small-group and 1:1 TA intervention groups.	Evidence shows that teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF: Teaching Assistant Interventions	1,3

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 10,632

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://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://www.elsa-support.co.uk/about-elsa-support/	4
TA used for targeted support during transition: Pre school – EYFS, EYFS - Y1, 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: £ 25,632.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the the performance of our school's disadvantaged pupils during the previous academic year 2022-2023, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that 72% of our PPG children are in line or working at a deeper standard.

PPG children are making good progress.

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
None	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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