



Dennington Primary School Pupil Premium Strategy Statement

Updated 1.10.24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dennington Primary School
Number of pupils in school (as of 3.10.24)	72
Proportion (%) of pupil premium eligible pupils	30.9% (Suffolk LA 23.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (assuming consistent funding)
Date this statement was published	1 st published 14.11.22 Updated 3.10.24
Date on which it will be reviewed	Termly
Statement authorised by	Paul Parslow-Williams
Pupil premium lead	Paul Parslow-Williams
Governor / Trustee lead	Kate Fell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,600
Recovery premium funding allocation this academic year	RPF: £2,176 SLT: £756
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	£32,532 (as of 1.10.24)

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium?

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces.

Our philosophy

At Dennington Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Our priorities are as follows:

1. Ensuring that there is high quality teaching and learning in every class.
2. Closing the attainment gap between disadvantaged pupils and their peers.
3. Providing targeted academic support for pupils who are not making the expected progress.
4. Addressing non-academic barriers to attainment such as well-being, attendance, behaviour and access to 'high culture'.
5. Ensuring that vulnerable pupils are fully included in the life of the school.

Challenges

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

Challenge number	Detail of challenge
1	Challenging behaviour. Low self-esteem/poor mental health. Parent mental health difficulties
2	Poor cultural capital. Poor academic ability of parents/previous poor attitude to schooling. Low aspirations.
3	Limited vocabulary. EAL. Low academic ability on entry and or SEND.
4	Poor attendance. Turbulence due to constant movement between schools/houses
5	Rural isolation. Restricted access to professionals e.g. doctors, opticians and dentists. Low levels of access to technology. Financial challenges/limited resources.

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
High academic outcomes	<ul style="list-style-type: none"> Pupils will make good academic progress from their starting points that is comparable to their peers. Children will achieve the outcomes expected and the proportion of those doing so will be comparable to their peers.
Love of reading and positive attitude to learning	<ul style="list-style-type: none"> Children will be fluent readers and be able to talk positively about books have read.
High aspirations	<ul style="list-style-type: none"> Children will be able to talk about different career options and be ambitious.
Self-belief	<ul style="list-style-type: none"> All children will take part in school events e.g. sport competitions and performing arts.
Excellent behaviour and well-developed social skills	<ul style="list-style-type: none"> Children's behaviour will improve (measured by fewer incidents/case studies).
Cultural capital within their locality and country	<ul style="list-style-type: none"> Children will know more about their own culture and the world (measured through outcomes in the broader curriculum).
Emotional resilience and positive mental health	<ul style="list-style-type: none"> Children will have strategies for managing psychological challenges
Empathetic and positive contributors to school and wider society	<ul style="list-style-type: none"> Children will have opportunities to take part in all the school has to offer. Be involved in the school's charitable work.

Positive relationship with society and an engaged citizen	<ul style="list-style-type: none"> Children will understand British values and the rules of law.
Able to take care of physical and sexual health.	<ul style="list-style-type: none"> Children will be fit and healthy. They will understand have to take care of their personal and sexual health (relative to their age).

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: £25,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo released from class responsibility for 1 to 1 tuition and small group teaching of phonics. £12,500	EEF Impact +5 [One to one tuition-High impact for moderate cost based on moderate evidence]	1, 2, 3 and 4.
Additional teacher deployed for age-appropriate focused teaching. £12,500	EEF 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'	1, 2, 3 and 4.
CPD on Reading comprehension and dyslexia £400	EEF Impact +6 [Reading comprehension strategies-Very high impact for very low cost based on extensive evidence]	2, 3 and 4.

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

Budgeted cost: £13,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 tuition £5,250	EEF Impact +5 [One to one tuition-High impact for moderate cost based on moderate evidence]	2, 3 and 4.
Dynamo maths with TA £2,200	EEF Impact +4 [Teaching Assistant Interventions-Moderate impact for moderate cost based on moderate evidence]	2, 3 and 4.
Nessy phonics intervention with TA £2,200	EEF Impact +4 [Teaching Assistant Interventions-Moderate impact for moderate cost based on moderate evidence]	2, 3 and 4.
Gym Trail with TA £500	EEF Impact +4 [Teaching Assistant Interventions-Moderate impact for moderate cost based on moderate evidence]	2, 3 and 4.
Personalised phonics teaching with TA £2,200	EEF Impact +4 [Teaching Assistant Interventions-Moderate impact for moderate cost based on moderate evidence]	2, 3 and 4.
Oral language intervention (NELI/Language Link) (free)	EEF Impact +6 [Oral language interventions-Very high impact for very low cost based on extensive evidence]	2, 3 and 4.
Clicker 6/predictive text support £500	EEF Impact + 4 [Individualised instruction-Moderate impact for very low cost based on limited evidence]	2, 3 and 4.
Comprehension with TA £500	EEF Impact +4 [Teaching Assistant Interventions-Moderate impact for moderate cost based on moderate evidence]	2, 3 and 4.

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

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE groups £2,500	EEF Impact +4 [Social and emotional learning-Moderate impact for very low cost based on very limited evidence]	1 and 5.
Forest School subsidy £1,000	EEF Impact NA [Outdoor adventure learning-Unclear impact for moderate cost based on insufficient evidence]	1 and 5.
Subsidised clubs-e.g. Breakfast/after-school also attendance incentives e.g. transportation/taxis etc £500	EEF Impact +3 [Extending school time Moderate impact for moderate cost based on limited evidence]	1 and 5.
Subsidised trips including residential £1,000	EEF [Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence]	1 and 5.
Uniform allowance (incentivises applying) £1,000	EEF [School uniform-Unclear impact for very low cost based on insufficient evidence]	1 and 5.
Animal World Alternative Provision Sessions. £1,800	EEF Impact +4 [Social and emotional learning-Moderate impact for very low cost based on very limited evidence]	1 and 5.

Total budgeted cost: £34,500

[additional funding through general school revenue for the benefit of all pupils]

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.

How did we deploy our funding?

During the previous academic year we funded a range of activities and interventions through use of the pupil premium. These included:

- one to one tuition
- smaller class sizes
- subscriptions to online adaptive interventions such as Nessy and Dynamo.
- small group booster activity sessions
- increased TA support
- individualised maths tuition
- handwriting intervention
- nurture group resources and funding e.g. THRIVE
- SEN resources to address specific needs
- Interactive maths and reading programmes
- behavioural support and specialist provision
- educational psychology assessments
- subsidising of school visits and residential visits
- Individualised intervention to meet the different learning needs of individual pupils
- School visits, clubs and activities.
- Before and after school provision.
- High quality arts experiences
- Participation in school plays including costumes and travel costs.
- Purchase of school uniform and school resources.

What have the impacts been?

There has been a positive impact on progress and attainment through the targeted use of pupil premium funding. This is harder to quantify because of the effect COVID had on end of year results which were also not externally validated. Impacts included:

1. School purchased high quality additional reading books allowing a closer match to reading age. Children were keen to use them and parents were positive.
2. Records of children's use of Nessy showed that progress was being made in phonics intervention and some no longer need this.
3. Children with PP performed well in multiplication test.
4. Visits from EP enabled precise diagnosis of PP pupils with SEN.
5. Monitoring of independent writing has shown improvements in grammar and flair.

6. Children lower down in school seem more confident with phase 3 phonics and number recognition.
7. PP children with EBD are benefiting from THRIVE and/or Play-Based Therapy.
8. All children with PP were able to fully participate in extra-curricular, adventurous and enrichment events. Teachers are noticing a greater engagement by PP children in class who now feel they have more to contribute.
9. We believe we have developed cultural capital for all PP children through educational visits and even when these were not possible, through our virtual offer.
10. Due to the very small numbers of pupils involved, comparisons of attainment of disadvantaged pupils varies. Some cohorts can be as small as 1 to 3 pupils. Headline data examples are as follows:

2023-24 Data

- Year 6 SATS Reading DISADV 67% EXP vs non-DISADV 60% EXP and Year 6 SATS Maths DISADV 33% EXP vs non-DISADV 80% EXP. Writing DISADV 100% EXP vs non-DISADV 80% EXP. RWM DISADV 33% EXP vs non-DISADV 80% EXP.
- Year 2 SATS Reading DISADV 67% EXP vs non-DISADV 92% EXP, Year 2 SATS Writing DISADV 67% EXP vs non-DISADV 92% EXP and Year 2 SATS Maths DISADV 100% EXP vs non-DISADV 71% EXP. RWM DISADV 67% EXP vs non-DISADV 92% EXP.

2022-23 Data

- Year 6 SATS Reading DISADV 60% EXP vs non-DISADV 78% EXP and Year 6 SATS Maths DISADV 100% EXP vs non-DISADV 91%. Writing DISADV 58% EXP vs non-DISADV 77% EXP. RWM DISADV 100% EXP vs non-DISADV 89% EXP
- Year 2 SATS Reading DISADV 75% EXP vs non-DISADV 83%, Year 2 SATS Writing DISADV 50% vs non-DISADV 67% and Year 2 SATS Maths DISADV 50% vs non-DISADV 83%. RWM DISADV 25% EXP vs non-DISADV 67% EXP.