

Pupil Premium Strategy Statement: Dunton Bassett Primary School

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
School name	Dunton Bassett Primary
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lee Evans
Pupil premium lead	Debbie Newman
Governor / Trustee lead	Hugo Venter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,126.67
Recovery premium funding allocation this academic year	£0
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	£9,126.67

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is, 'Together we flourish.'

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers
2	Low cross-generational aspiration of disadvantaged families
3	A high proportion of our disadvantaged children have complex additional needs.
4	A high proportion of our disadvantaged children experience challenging family circumstances with ongoing involvement with outside agencies.
5	A high proportion of our disadvantaged children have underdeveloped oral language and vocabulary skills

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
Improved attendance of disadvantaged pupils.	Attendance of disadvantaged pupils improved to close the gap with the attendance of non-disadvantaged pupils by 2025/26. (Cohort specific) Difference between disadvantaged and non-disadvantage attendance in 23/24 was 4.1%, down from 8% in 2022/23. By Summer 2025 this will reduce to 0%.
Our school is aspirational in promoting ambitious life opportunities for disadvantaged pupils and their families.	Increased attendance at in school events – e.g parents' evening, open days, stay and play, curriculum workshops and other school-based events. Records of attendance at events will be monitored and trends reported over time.
Home-school partnership promotes removal of barriers for specific SEND support	100% of parents of disadvantaged pupils attend pupil passport reviews and/or SEND annual reviews. 100% of the parents of disadvantaged pupils engage with the annual SEND parent survey.
Home-school partnerships seek to increase the positive outcomes of the	Where applicable, parents of disadvantaged pupils fully engage with external provision and/or external agencies recommended by school. Children make good progress through external recommendations of support being utilised

involvement of external agencies.	in the classroom / targeted interventions.
Improved oracy and language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons and ongoing formative assessment.

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: **£2,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of CUSP as an ambitious curriculum framework.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well....the potential impact of these approaches is very high, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition	1, 2, 5 £2,282

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

Budgeted cost: **£4,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small groups intervention in reading, writing and maths targeted at disadvantaged pupils who need additional support in the classroom.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence	1,2,3,4 £4,000
Use of NELI and Talk Boost to improve listening, narrative and vocabulary skills for younger pupils, including those disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	3, 5 £550 including NELi training

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

Budgeted cost: **£1,865**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform.	Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having fewer opportunities. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,4,5 £1,500
ELSA used as intervention to support mental and emotional health.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1, 2, 3, 4, 5 £365

Total budgeted cost: £8,697

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 2022 to 2023 academic year.

We continue to see that the attainment of disadvantaged pupils has been impacted by the pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

Attainment of disadvantaged pupils (Years 1-6) Summer 2023 12.5

	BLW	WTS	EXS
reading	0%	66.7%	33.3%
writing	0%	73.3%	26.7%
maths	0%	66.7%	33.3%%

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also considered studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.