



Pupil premium strategy statement

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	Dunbury Academy
Number of pupils in school	17
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	1 st October 2021
Date on which it will be reviewed	1 st October 2022
Statement authorised by	Holly Doswell
Pupil premium lead	Holly Doswell
Governor / Trustee lead	George Collen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22865.00
Recovery premium funding allocation this academic year	£2465.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£25330.00

Part A: Pupil premium strategy plan

Statement of intent

At Dunbury Academy we want to ensure that children who are eligible for the pupil premium grant are able to narrow or close the gap in their attainment. We recognise that early support in their education to close the gap will give them the best support in the next stages of their learning journey, supporting them to leave school with a good standard of English and Maths. In 2017 the gap between those eligible for the pupil premium grant and others was 4.3 months in the Early Years growing to 5.4 months in Year 2 and increasing again to 9.5 months in year 6.

We want to invest in our early school provision to ensure that we close the gap as soon as possible. We aim to do this through a focus on learning behaviours, early reading and mastering early concepts of number.

Challenges

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

Challenge number	Detail of challenge
1	Children having lower resilience, focus and attention as well as learning skills such as active listening and paired talking, particularly following lockdowns.
2	Children not being secure in their acquisition of phonics for reading and spelling impacting on their reading for learning and accuracy in writing.
3	Low attendance either through broken weeks or protracted periods of absence resulting in loss of learning.
4	Difficulty in establishing and maintaining positive relationships with peers as well as learning to understand and manage their emotions. This impacts on wellbeing, learning behaviours and subsequently motivation to learn.
5	Having a lower vocabulary depth impacting on a child's ability to read fluently and spell accurately alongside reading to learn in all other areas of the curriculum.

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
Pupils have effective learning behaviours.	Pupils demonstrate commitment to their learning, resilience to setbacks and pride in their achievements.
Children eligible for the pupil premium grant are fluent readers and demonstrate curiosity in new vocabulary.	100% of pupils eligible for the pupil premium grant pass the phonics year 1 check. PP children maintain or exceed expected reading attainment in subsequent years
Pupils eligible for the pupil premium grant have good attendance habits	All children have attendance of 97%+ Where attendance is less than 97%, a detailed graduated response is in place to ensure positive change.
Pupils demonstrate through their behaviours that they are self-aware and with support are able to regulate.	Pupils are able to identify emotions and recognise their strengths. Pupils are able to demonstrate control over their impulses and use regulation techniques to obtain optimal arousal levels for learning (recognising zones of regulation) Pupils demonstrate good organisational skills and independence in their learning.
Pupils vocabulary depth increases	Pupils have the vocabulary depth in line with their peers.

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: £15,599.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce and embed a new SSP</p> <ul style="list-style-type: none"> • RWI scheme purchase and introduced • RWI training throughout the year • Continual coaching ensuring fidelity to the programme 	<p><i>The reading framework: Teaching the foundations of literacy July 2021</i></p> <p>2021 OECD report “PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status”.</p> <p>Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children’s progress at 16 of regularly reading books and newspapers and visiting the library “four times greater than the advantage children gained from having a parent with a degree”.</p> <p>The very best schools in our country are achieving near to 100% in the Phonics Screening Check, despite high levels of disadvantage. The effective teaching of reading, as evidenced in these schools, requires not just a systematic synthetic phonics programme but its consistent implementation in every class</p>	<p>1 2 5</p>
<p>To introduce and embed a structured and progressive approach to spelling which builds on children’s phonics knowledge.</p> <ul style="list-style-type: none"> • Purchase of Jane Considine spelling for years 2 to 6. • Spelling lesson design and sequencing based on evidence in EEF reports • Training and CPL in implementation • Coaching to ensure fidelity to the approach • RWI letter formation and phonics for encoding focus 	<p><i>EEF IMPROVING LITERACY IN KEY STAGE 1 Guidance Report</i></p> <p>In the absence of better evidence regarding the teaching of spelling, teachers should be aware of the other strategies that good spellers appear to use, and consider teaching these strategies directly.</p> <p>These include:</p> <ul style="list-style-type: none"> • a phonic approach—sounding out the word, and spelling it the way it sounds (this approach also has reciprocal benefits on word reading); • analogy—spelling it like other known words (for example, ‘call’ and ‘fall’); • the identification of the ‘tricky’ parts of words so that these can be learned (such as ‘separate’ and ‘miniature’): many of the most common words in English are ‘tricky’ (now known as ‘common exception words’ in the National Curriculum); and • a visual approach—writing the word in two or three different ways and deciding which looks right (such as switching between graphemes to compare for best fit: ‘seal’, ‘seel’, and ‘sele’). 	<p>2 3</p>

<p>Collaborative professional leaning in how to develop behaviours in pupils which allow them to learn effectively in the group setting of the classroom.</p> <ul style="list-style-type: none"> • HT attending 9 module course Learning Behaviour Modular CPD Programme run by Kingsbridge Community College based on EEF reports • Training in school to share, understand and embed the CPL • Coaching in establishing effective learning behaviours in classroom • School consistency in defining learning behaviours and associated language. 	<p>Effective learning behaviours have emerged from the rich and diverse evidence base represented in the EEF guidance reports on</p> <ol style="list-style-type: none"> 1. improving behaviour 2. metacognition and self-regulated learning 3. special educational needs in mainstream schools 4. working with parents, and 5. social and emotional learning <p>Successful learning behaviours rely on bringing all these areas together to wrap around every child in our schools. Each is part of a puzzle which makes best sense when all parts click together, building long-term protective factors for deeper learning.</p> <p>Metacognition and self-regulation approaches result in + 7 months progress (EEF toolkit)</p>	<p>1, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £10,981.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To implement an oral language intervention in Reception.</p> <p>Use assessments to identify children language needs and levels</p> <p>Provide targeted language support</p> <p>Measure the impact through ongoing assessments</p>	<p>EEF evidences that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. NELI programme specifically has +4 months progress.</p> <p>NELI was developed by leading academics in the field of language and literacy development. It is an evidence-based early intervention programme which address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p>	<p>1 2 3 4 5</p>
<p>To implement small group teaching for phonics.</p> <p>To implement same day intervention for phonics</p>	<p>EEF teaching toolkit +4 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>1 2 5</p>

<p>based upon ongoing formative assessment to support pupils to stay up not catch up with phonics knowledge</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	
<p>To implement intervention and additional support to develop fluency and automatic transcriptions Skills in KS1</p> <ul style="list-style-type: none"> • Pinny time for phonics • Same day practise for letter formation and spelling • Letter formation practise for children whose phonics knowledge exceeds their transcription skills 	<p>EEF Literacy Guidance report KS1 recommendation 5: Teach pupils to use strategies for planning and monitoring their writing.</p> <p>The school's approach to QFT teaching in writing takes into account this recommendation. However, the research evidence recognises that a child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The simple view of writing puts fluency and automaticity of transcription skills as essential composite knowledge needed in order to achieve recommendation 5.</p> <p>Recommendation 8: Transcription interventions need to be:</p> <ul style="list-style-type: none"> • brief (about 15–45 minutes) and regular (3–5 times per week) sessions that are maintained over a sustained period (8-20 weeks) and carefully timetabled to enable consistent delivery; • extensive training (5–30 hours) from experienced trainers and/or teachers; • structured supporting resources and/or lesson plans with clear objectives; • assessments to identify appropriate pupils, guide areas for focus, and track pupil progress—effective interventions ensure the right support is being provided to the right child; • support that is additional to, and explicitly linked with, normal lessons; and • makes connections between the out-of-class (intervention) learning and classroom teaching 	<p>1 2</p>
<p>To provide targeted first preference feedback to learners in KS2 in writing</p>	<p>EEF teaching toolkit +6 months</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p>	<p>1 2 5</p>

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

Budgeted cost: £ £2,526.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have clear reactive monitoring and response systems to low attendance.</p> <ul style="list-style-type: none"> • Graduated response in place for low attenders • Focus monitoring and same day calling • Regular attendance meetings in school with identified follow up actions 	<p>Good school attendance is vital to progress. Children not in school miss QFT and targeted interventions which they are in receipt of.</p>	3
<p>To ensure equal opportunities for disadvantaged pupils</p>	<p>EEF evidence shows an additional 3 months of progress can be made with additional provision for arts subjects.</p> <ul style="list-style-type: none"> • These opportunities are available at an extra cost to all pupils. Pupils eligible for PP may not otherwise be able to take these opportunities. Learning musical instruments and learning an additional language are life-enhancing. • EEF evidence shows an additional 2-3 months of progress can be made with access to sports and adventurous outdoor learning. • No pupil should ever be excluded from school activities on the basis of cost. Expensive trips or clubs can cause stress for families and for pupils 	1 4
<p>To ensure welfare for disadvantaged pupils</p>	<p>To provide support to families who have difficulty in purchasing the requirements for school uniform.</p> <p>The EEF toolkit is clear that the impact is not easily definable but recognises that:</p> <p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p>	1 4

Total budgeted cost: £29,106.22

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.

Progress

Progress in the academic year 2020 to 2021 indicated that on average children maintained their progress with a slight % drop off in writing.

Attainment

Teacher assessed attainment across the school indicates that there is an attainment gap in all areas of the curriculum which continues to need addressing. The attainment in maths for children eligible for the pupil premium is broadly the same across the school. This is evidence of the impact of the previous strategy in targeting QFT in maths. The attainment for children eligible for the grant in reading and writing is significantly lower in KS1 necessitating the need for the school to focus its strategy on supporting KS1 pupils narrow and close the gap before they reach KS2.

The previous plan focused on providing intervention for children with phonics gaps. The impact has not been seen in the average attainment in reading in KS1. This could be due to the impact of the lockdown. However, the school recognises the need to invest heavily in this area and therefore is now targeting QFT alongside intervention through the introduction of Read, Write Inc.

	reading		writing		maths	
	PP	Non PP	PP	Non PP	PP	Non PP
school	54%	78%	36%	64%	55%	72%
KS1	43%	71%	29%	54%	57%	71%
KS2	60%	81%	40%	68%	53%	72%

The work on attendance started to have impact following the Lockdown in early 2021 and needs to continue in order to have a sustained impact in the school.

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 purchased	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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