



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 | 112 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 to 2024 |
| Date this statement was published | 29 th September 2023 |
| Date on which it will be reviewed | 1 st October 2024 |
| Statement authorised by | Holly Doswell |
| Pupil premium lead | Holly Doswell |
| Governor / Trustee lead | Beth Young |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £27188.07 |
| Recovery premium funding allocation this academic year | £2138.75 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| 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 | £29326.82 |

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 national 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. They know the Dunbury defined learning behaviours and are able to use them to plan, monitor and evaluate their learning. |
| 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: £17,588.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>To embed a new SSP</p> <ul style="list-style-type: none"> • RWI training throughout the year • Continual coaching ensuring fidelity to the programme • Small group teaching for RWI • 6 weekly assessment and tracking of all pupils with a particular focus on PP. • Particular focus on increasing reading fluency to aid progression and reading speed for developing readers. • Fresh start intervention in KS2 for pupils who have reading gaps | <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"> • Planning and development day for reading and writing lead • English conference supply cover • Spelling lesson design and sequencing based | <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 | <p>2 3</p> |

| | | |
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| <p>on evidence in EEF reports</p> <ul style="list-style-type: none"> • Training and CPL in implementation • Coaching to ensure fidelity to the approach • RWI letter formation and phonics for encoding focus | <ul style="list-style-type: none"> • 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>Development of vocabulary and sentence construction both orally and in writing across the curriculum.</p> <ul style="list-style-type: none"> • INSET on sentence progression throughout the school and pedagogy to support • Essential versus desirable vocabulary in the curriculum to ensure a sharp focus on the vocabulary and knowledge to be learnt. • Use of sentence stems with and because so sentences across the curriculum to support comprehension of the subject matter and writing accurate sentences. | <p>In order to build schema, children need to understand how their new learning is connected to their previous learning. Children who have a deficit in cultural capital can soon become confused and lost without the explicit teaching of conceptual holding baskets for their knowledge. A curriculum that is busy with arbitrary knowledge will advantage the advantaged and disadvantage and exclude the disadvantaged, It is vital that knowledge is sequenced and cohesive and laid out progressively through substantive concepts that expose the conceptual links through our curriculum. Curating this knowledge with bring advantage to the disadvantaged.</p> | 1,2,4,5 |
| <p>Collaborative professional learning 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"> • Training in school to share, understand and embed the CPL • Coaching in establishing effective learning | <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> | 1, 4 |

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| behaviours in classroom <ul style="list-style-type: none"> School consistency in defining learning behaviours and associated language. | Metacognition and self-regulation approaches result in + 7 months progress (EEF toolkit) | |
| To regularly track progress and identify the impact of strategies for vulnerable learners in order to accelerate progress. <ul style="list-style-type: none"> Half termly pupil progress meetings with a focus on pupils eligible for the pupil premium. | EEF Special Educational Needs in Mainstream Schools report has five recommendations on special education needs in mainstream schools Recommendation 2 states the importance of building an ongoing, holistic understanding of pupils and their needs. This allows teachers to react to the information they collect to make a decision about the next personalised steps for teaching that child. This is also key for children eligible for the pupil premium as it builds the holistic understanding of the child including highlighting learning gaps or fragilities in knowledge or prior learning. | |

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

Budgeted cost: £10,325.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| To implement an oral language intervention in Reception. Use assessments to identify children language needs and levels Provide targeted language support Measure the impact through ongoing assessments | EEF evidences that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Targeted intervention and provision in the classroom has a high impact on children's ability to apply their new learning frequently and often leading to quicker fluency and automaticity. | 1 2 3 4 5 |
| To implement small group teaching for phonics. To implement same day intervention for phonics based upon ongoing formative assessment to support pupils to stay up not catch up with phonics knowledge | EEF teaching toolkit +4 months Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. 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. | 1 2 5 |

| | | |
|--|---|----------------------|
| <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> |
| <p>To provide Maths booster sessions to children to close specifically identified gaps in their knowledge</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>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> | |

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

Budgeted cost: £2,040.00

| 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 which includes SENDCo and DSL | <p>Good school attendance is vital to progress. Children not in school miss QFT and targeted interventions which they are in receipt of.</p> | <p>3</p> |
| <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 | <p>1 4</p> |
| <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> | <p>1 4</p> |

Total budgeted cost: £29,954.00

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.

A school wide focus on learning behaviours through targeted collaborative professional learning and explicit teaching of these resulted pupils demonstrating improvement in their focus and attention in class leading to greater learning stamina. Through pupil voice they indicated that they knew the behaviours expected in class to demonstrate being ready for learning and the vast majority were able to talk about work of which they were proud, identifying the reasons for their pride. Next steps are to continue to build the learning behaviours associated with resilience when receiving feedback as a means to improve and articulating their thinking through connected explanations using full sentences.

The relentless focus on reading lead to vast majority of eligible pupils attaining in line with expectations. 32% of eligible pupils made better than good progress, therefore either narrowing or closing the gap in their reading attainment. 80% of eligible pupils passed the phonics screening in year 1 and all pupils passed their recheck in year 2. The school continues to strive for 100%. The overall school outcome for phonics was 95%, an increase from 80% the previous year. Our next steps are to continue to build on this QFT to ensure that all children gain the essential reading skills needed to access the curriculum.

Average attendance for eligible pupils was 93.6% last year. 36.8% of the cohort had good attendance. This year's figures were impacted by 4 children who took term time leave. The graduated response in place for children whose attendance was low due to illness and broken weeks had a positive impact, which needs to be built on in the next academic year.

Reading attainment for eligible pupils was the highest at 63%, closely in line with maths at 58%. Writing was the lowest at 47%. A focus on writing for the whole school and in particular the eligible pupils will form a major part of the school improvement work in next academic year.

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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