

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	Dunstable Icknield Lower School
Number of pupils in school	296
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Glynn Stirling Headteacher
Pupil premium lead	Faye Law Deputy Headteacher
Governor / Trustee lead	John Buck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,545
Recovery premium funding allocation this academic year	£ 2,465
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	£26,010

Part A: Pupil premium strategy plan

Statement of intent

We believe that all children are entitled to achieve their full potential and should be given the opportunity to acquire the knowledge and skills relevant to adult life in a rapidly changing world. They should be encouraged to develop their independence and self-respect together with a positive approach to learning. We have the same goal for our disadvantaged pupils, with the aim to support them in reaching it.

We have identified the challenges which disadvantaged pupils face and are taking steps to support them in overcoming these challenges.

High-quality first teaching is at the heart of all that we do and ensuring that all children have access to this. Small group and individual support and intervention will mean that disadvantaged pupils will have the additional support they need to make progress in their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments indicate that attainment in reading, writing and maths, among disadvantaged pupils, is significantly below that of non-disadvantaged pupils.</p> <p>In July 2022, the average percentage of disadvantaged pupils across the school attaining Age-Related Expectations (ARE) were as follows: Reading: 43.5%; Writing: 43.5%; Maths: 43.5%</p> <p>Compared with non-disadvantaged pupils: Reading: 75.1%; Writing: 62.9%; Maths: 71.8%</p>
2	<p>Our assessments and observations show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>In 2021-22 43% of disadvantaged pupils passed the Year 1 phonics assessments and 20% in 2018-19.</p> <p>In 2022-23 85% of non-disadvantaged pupils passed the Year 1 phonics assessments and 81% in 2018-19.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is</p>

	<p>despite school providing support to overcome challenges, such as lack of technology and internet access and materials and resources for home learning.</p> <p>This has resulted in disadvantaged pupils still being below age-related expectations, especially in reading, despite closing the gap in 2021-22 (see data in outcomes section).</p>
4	<p>Our observations and referrals to the school nurture support provision, which includes safeguarding work, indicate that disadvantaged children face a number of social and emotional barriers, including trauma, anxiety and high mobility. These challenges also affect their attainment. Teacher referrals for support have markedly increased during the pandemic.</p>
5	<p>Our attendance data during the academic year 2021-22 indicates that attendance among disadvantaged pupils was 7.6% lower than for non-disadvantaged pupils.</p> <p>39.3% of disadvantaged pupils have been 'persistently absent' compared to 21.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Pupil voice suggests many of our disadvantaged pupils do not access enriching and cultural activities outside of the school.</p>

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 reading and phonics attainment among disadvantaged pupils.	At least 55% of disadvantaged pupils achieving ARE in reading by 2024-25.
Improved writing attainment for disadvantaged pupils at the end of Year 4.	At least 50% of disadvantaged pupils achieving ARE in writing by 2024-25.
Improved maths attainment for disadvantaged pupils at the end of Year 4.	At least 60% of disadvantaged pupils achieving ARE in maths by 2024-25.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Increase in well being demonstrated in data from pupil and parent questionnaires, reduction in referrals to school nurture programme and data from the Boxall Profile.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils have at least 95% attendance rates by 2024-2025.

To provide all pupils with broad cultural experiences, especially our disadvantaged pupils.	Disadvantaged pupils accessing cultural experiences and proportionally represented in clubs, extracurricular activities and leadership roles.
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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: £1466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training and resources for Little Wande phonic programme	The EEF Phonics guidance states: 'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading'.	1, 2, 3
PLP training from RADY (Raising Attainment for Disadvantaged Youngsters)	EEF guidance: Effective Professional Development: 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'	1, 2, 3
Purchase of online termly maths assessments	EEF: Improving maths documents 'Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.'	1, 2, 3

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

Budgeted cost: £12500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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0.25 HLTA to lead intervention groups in English and maths across the school (x2)	The EEF small group tuition guidance states: 'Small group tuition has an average impact of four months' additional progress over the course of a year. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'	1, 2, 3
Additional phonics sessions for disadvantaged pupils who need further support with their phonics.	The EEF Phonics guidance states: 'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading'. It also states that targeted intervention can support disadvantaged pupils with improving decoding skills.	1, 2, 3

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

Budgeted cost: £12,044

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.5 Family Worker to lead focused nurture groups and liaise with families (x2)	EEF: Social and Emotional Learning 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	3, 4
Training for Mental Health Champions.	EEF: Social and Emotional Learning 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	3, 4
Contributions to educational visits and school clubs	EEF Toolkit: Arts Participation 'Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.'	6

Embedding principles of good practice set out in the DfE's Improving School Attendance advice	DfE's Improving School Attendance advice.	5
Phonics sessions for parents and carers, including targeting parents of disadvantaged pupils	EEF Toolkit: 'Parental Engagement' 'Parental engagement has a positive impact on average of 4 months' additional progress.'	

Total budgeted cost: £26,010

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 2021 to 2022 academic year.

Our current Pupil Premium strategy has had a positive impact on the attainment of disadvantaged pupils.

In 2021-22 43% of disadvantaged pupils passed the Year 1 phonics assessments, as opposed to only 20% in 2018-19.

In 2021-22 85% of non-disadvantaged pupils passed the Year 1 phonics assessments and 81% in 2018-19. Therefore, the disadvantaged pupils are closing the gap.

School data shows that disadvantaged pupils have started to close the gap in writing and maths attainment across the school.

In 2021-22, the gap between advantaged and disadvantaged pupils in writing was 19.4%, as opposed to 26% in 2020-21.

In 2021-22, the gap between advantaged and disadvantaged pupils in maths was 28.3%, as opposed to 35.5% in 2020-21.

The gap in reading has closed but not by as much. In 2021-22, the gap between advantaged and disadvantaged pupils in reading was 31.6%, as opposed to 32.5% in 2020-21.

In terms of attainment, our disadvantaged pupils are closing the gap. We will continue with the additional support as outlined in our Pupil Premium Strategy in order to meet our outcomes for 2024-25.

There has also been an improvement in the attendance of disadvantaged pupils. In 2021-22, attendance for disadvantaged pupils was 7.6% lower than for non-disadvantaged pupils, as opposed to 8.2% lower in 2020-21.

In 2021-22, the persistent absentee figure was 17.5% higher for disadvantaged pupils than non-disadvantaged pupils, as opposed to 29.9% in 2020-21

Once again, the gap for our disadvantaged pupils is closing so we will continue with the actions as outlined in the Pupil Premium Strategy in order to meet our 2024-25 outcome.

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

Further information (optional)

The reading, writing and maths targets, as stated in the outcomes section, are based on current pupil attainment and National figures for disadvantaged pupils at the end of KS1. These targets reduce the gap to non disadvantaged pupils to:

Reading - 25%; Writing 12%; Maths 11%

We have adjusted the activity section of our plan to meet the needs of our current pupils and to move forward with the actions which were started last year.

In 2021-22, we introduced Little Wandle as our school phonics programme. All the initial training and resources were purchased in that academic year. We have found that Little Wandle has had a positive impact on the children in our school. Therefore, we will continue to develop Little Wandle within our school, funding additional training and resources where necessary, including supporting children with the 'Keep Up' programme.

Following the identification and training of a Senior Mental Health Lead, other members of staff are receiving training to be 'Mental Health Champions' to create a team across the school and support the school's Mental Health Strategy.