

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	297
Proportion (%) of pupil premium eligible pupils	11%
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 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Glynn Stirling Headteacher
Pupil premium lead	Faye Law Deputy Headteacher
Governor / Trustee lead	Charlotte Lea Robbins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,090
Recovery premium funding allocation this academic year	£4,785
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	£53,875

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, despite closing the gap, attainment in reading, writing and maths, among disadvantaged pupils, is significantly below that of non-disadvantaged pupils.</p> <p>In July 2023, the average percentage of disadvantaged pupils across the school attaining Age-Related Expectations (ARE) were as follows: Reading: 41.7%; Writing: 24%; Maths: 44%</p> <p>Compared with non-disadvantaged pupils: Reading: 56.9%; Writing: 49.3%; Maths: 70.2%</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 2022-23 33% of disadvantaged pupils passed the Year 1 phonics assessments and 43% in 2021-22.</p> <p>In 2022-23 73% of non-disadvantaged pupils passed the Year 1 phonics assessments and 85% in 2021-22.</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 and in 2022-23 (see data in outcomes section).</p>
4	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.
5	<p>Our attendance data during the academic year 2022-23 indicates that attendance among disadvantaged pupils was 2.6% lower than for non-disadvantaged pupils.</p> <p>27.8% of disadvantaged pupils have been 'persistently absent' compared to 23.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	Pupil voice suggests many of our disadvantaged pupils do not access enriching and cultural activities outside of the school.

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.

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: £26,938

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further training and resources for Little Wandle 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
Further training and resources to support reading practice sessions across the school to develop reading comprehension	The EEF Reading Comprehension guidance states: 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'	1, 2, 3
Further training and resources to support the development of the Read to Write English writing scheme across the school	The EEF Literacy Guidance report states: 'Access to effective writing instruction is important, as writing enables pupils to communicate, express their ideas and views, as well as opening up opportunities for success in school across the curriculum.'	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
Use the DfE 'Reducing School Workload' Collection to ensure teacher workload is appropriate	The EEF Guidance states: 'Managing workload and supporting the delivery of effective professional development are key to retaining great teachers.'	1, 2, 3

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

Budgeted cost: £13,469

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Engaging with the National Tutoring Programme to provide school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	The EEF Small Group Tuition guidance states: '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.'	1, 2, 3

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

Budgeted cost: £13,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant to lead focused nurture groups and liaise with families	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
Purchase of Hamish and Milo intervention resources	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: £53,875

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.

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

% of pupils passing Year 1 phonics assessments:

	2018-19	2021-22	2022-23
Disadvantaged	20%	43%	33%
Non-disadvantaged	81%	85%	73%
Gap	-61%	-42%	-40%

The gap between disadvantaged pupils and non-disadvantaged pupils in reading and maths is closing but the gap in writing has widened again this year. Therefore, the strategy for 2023-24 has been adapted to have more focus in writing.

Reading:

	2020-2021	2021-22	2022-23
Gap	-32.5%	-31.6%	-15.2%

Writing:

	2020-2021	2021-22	2022-23
Gap	-26%	-19.4%	-25.3%

Maths:

	2020-2021	2021-22	2022-23
Gap	-35.5%	-28.3%	-26.2%

There has also been an improvement in the attendance gaps for disadvantaged pupils.

Attendance gaps between disadvantaged and non-disadvantaged pupils:

	2020-21	2021-22	2022-23
Gap	-8.2%	-7.6%	-2.6%

Persistent absentees gaps between disadvantaged and non-disadvantaged pupils:

	2020-21	2021-22	2022-23
Gap	+29.9%	+17.5%	+4.6%

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.

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 from the last 2 years.

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.

In January 2023, we introduced a new writing scheme 'Read to Write'. As the year went on, we noticed that it had a positive impact on the children's writing. However, as it was not implemented for the whole year, this improvement was not reflected in the writing results. We will continue to develop the scheme across the school.