

# Pupil premium strategy statement

This statement details our school's use of pupil 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 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	284
Proportion (%) of pupil premium eligible pupils	15.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 – 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Glynn Stirling Headteacher
Pupil premium lead	Faye Law Deputy Headteacher
Governor / Trustee lead	George Musengeyi

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,760

# 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 2024, the average percentage of disadvantaged pupils across the school attaining Age-Related Expectations (ARE) were as follows: Reading: 30%; Writing: 20%; Maths: 40%</p> <p>Compared with non-disadvantaged pupils: Reading: 41%; Writing: 49%; Maths: 59%</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 2023-24 42% of disadvantaged pupils passed the Year 1 phonics assessments.</p> <p>In 2023-24 52% of non-disadvantaged pupils passed the Year 1 phonics assessments.</p>
3	<p>Our observations and referrals to the school nurture support provision, which includes safeguarding work, indicate that disadvantaged children</p>

	face a number of social and emotional barriers, including trauma, anxiety and high mobility. These challenges also affect their attainment.
4	<p>Our attendance data during the academic year 2023-24 indicates that attendance among disadvantaged pupils was 5% lower than for non-disadvantaged pupils.</p> <p>33% of disadvantaged pupils have been 'persistently absent' compared to 19% of their peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	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: £27,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards maths scheme Essential Maths online including assessments	Scheme meets requirements in teaching as outlined in EEF document Great Teaching Toolkit and EEF - Improving mathematics documents.	1
Contribution towards the cost of TT Rockstars which supports pupils to develop their recall of multiplication tables and includes termly practice multiplication checks	Children are responsible for their own learning and c]development of multiplication tables knowledge through the activities in TT Rockstars  EEF - using digital technology to improve learning  EEF guide 'Metacognition and Self-Regulation'  Develop fluency of multiplication tables  EEF guide - Great Teaching Toolkit	1
Blocked time out of class for subject leaders to develop an inclusive curriculum across the school, starting in the Early Years	Develop quality first teaching, sequencing of the curriculum and consistency of approach across the school.  EEF - Great teaching toolkit	1, 2
Development of quality first teaching, including the development of ECTs through effective CPD for teachers and teaching assistants	EEF - Effective professional development	1, 2

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

Budgeted cost: £17,380

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
HLTAs - one for each key stage to provide additional intervention support Impact of assessment Management of provision focused on PP	name interventions proportionality check on interventions spreadsheet - what is available? Note for individuals	1,2
Termly pupil progress meetings with a focus on disadvantaged pupils including pupil premium and SEND. These will be held during the school day to enable focused time. Opportunity to discuss progress and attainment of groups of pupils and identify appropriate interventions.	EEF - small group tuition and one to one tuition  Both guides state the importance of accurately identifying pupils for support and understanding the gaps in their knowledge and understanding	1,2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker 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	1, 2, 3, 4

	disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'	
Develop Therapeutic Thinking across the school and update behaviour curriculum	EEF - Improving behaviour in schools highlights that it is important to 'teach learning behaviours alongside managing misbehaviour'. Therapeutic Thinking aligns with this.	3
Updating values curriculum creating an environment for learning	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
Contributions to educational visits and school clubs  Management of clubs inc pupil premium - time	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.'	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice	DfE's <a href="#">Improving School Attendance</a> advice.	4
Parent workshops, including targeting parents of disadvantaged pupils Monitor attendance of workshops Include parents with smaller children sessions	EEF Toolkit: 'Parental Engagement' 'Parental engagement has a positive impact on average of 4 months' additional progress.'	1, 2, 3, 4, 5

**Total budgeted cost: £54,760**

## 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 2023-24 academic year.

#### Phonics data for past 3 years

% of pupils passing Year 1 phonics assessments:

	2021-22	2022-23	2023-24
Number of pupils eligible for PPG	7	4	12
Disadvantaged	43%	50%	42%
Non-disadvantaged	88%	73%	52%
Gap	-45%	-23%	-10%

It appears that the gap in phonics is closing. However, this is due to the % of non-disadvantaged pupils passing the screening dropping.

Phonics intervention continues to remain a focus for pupils eligible for PPG.

#### Attainment data for past 3 years:

**Cohorts are colour-coded to track trends.**

#### Reading:

% attaining age related expectation

	2021-22	2022-23	2023-24
Year 1	25%	25%	33%
Year 2	38%	33%	14%
Year 3	50%	67%	36%
Year 4	80%	33%	30%
Overall	44%	44%	30%

Big Cat reading assessments were introduced in 2023-24 to enable more accurate assessments of reading.

Gap to non-disadvantaged pupils

	2021-22	2022-23	2023-24
Year 1	-52%	-13%	0%
Year 2	-22%	-22%	-26%
Year 3	-29%	0%	-33%
Year 4	-3%	-34%	-29%
Overall	-31%	-13%	-21%

Writing:

% attaining age related expectation

	2021-22	2022-23	2023-24
Year 1	25%	0%	42%
Year 2	38%	22%	0%
Year 3	50%	33%	9%
Year 4	80%	33%	20%
Overall	44%	24%	20%

Gap to non-disadvantaged pupils

	2021-22	2022-23	2023-24
Year 1	-38%	-36%	+7%
Year 2	-9%	-15%	-42%
Year 3	-14%	-34%	-42%
Year 4	+8%	-24%	-49%
Overall	-19%	-25%	-29%



## Maths:

% attaining age related expectation

	2021-22	2022-23	2023-24
Year 1	25%	25%	33%
Year 2	25%	33%	14%
Year 3	100%	67%	55%
Year 4	80%	33%	50%
Overall	44%	44%	40%

Gap to non-disadvantaged pupils

	2021-22	2022-23	2023-24
Year 1	-52%	-13%	+4%
Year 2	-30%	-42%	-40%
Year 3	+26%	-11%	-23%
Year 4	-2%	-41%	-27%
Overall	-28%	-26%	-19%

The gap between disadvantaged and non-disadvantaged pupils in all areas is inconsistent. Whilst some gaps are closing, others are widening.

Focused support for pupils eligible for PPG is a priority.

## GLD

	2021-22	2022-23	2023-24
Number of pupils eligible for PPG	6	12	7
Disadvantaged	50%	67%	71%
Non-disadvantaged	30%	67%	71%
Gap	+20%	0%	0%

## Attendance

Attendance gaps between disadvantaged and non-disadvantaged pupils:

	2021-22	2022-23	2023-24
Number of pupils eligible for PPG	31	44	54
Disadvantaged	85%	88%	89%
Non-disadvantaged	92%	93%	94%
Gap	-7%	-5%	-5%

Persistent absentees gaps between disadvantaged and non-disadvantaged pupils:

	2021-22	2022-23	2023-24
Number of pupils eligible for PPG	31	44	45
Disadvantaged	39%	41%	33%
Non-disadvantaged	25%	20%	19%
Gap	14%	21%	14%

Attendance for pupils eligible for PPG has increased over the years and the gap to non-PPG eligible has decreased. The gap for persistent absentees has also decreased. Whilst the gap is closing, the attendance figures for disadvantaged pupils is still significantly below the school target of 95% and the persistent absentees is significantly higher than the rest of the school. Therefore, disadvantaged families need to be specifically targeted for support with attendance.