



## Dishforth Airfield Primary School: Pupil premium strategy statement 2021-22

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	Dishforth Airfield Primary
Number of pupils in school (Reception – Year 6)	82
Proportion (%) of pupil premium eligible pupils	7%
Proportion (%) of <b>service</b> pupil premium eligible pupils	83%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	J Lyon
Pupil premium lead	J Lyon
Governor / Trustee lead	J Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10070
Recovery premium funding allocation this academic year	£2000
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	£12070

# Part A: Pupil premium strategy plan

## Statement of intent

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of progress in specific areas of the curriculum for certain children
2	Specific difficulties which necessitate individualised teaching based on individual starting points.
3	Low self-esteem and emotional issues for some children
4	For a small proportion of children, unsettled home environment
5	

## 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
Children eligible for pupil premium grant make at least expected progress from starting points with a proportion of children making better than expected progress	<ul style="list-style-type: none"><li>• All children make at least expected progress.</li><li>• The gap between pupil premium children and other learners is reduced.</li><li>• An increased number of children achieve age-related expectations.</li><li>• This will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.</li></ul>
To improve self-esteem and resilience so that all children are ready to learn and able to make at least expected progress from starting points.	<ul style="list-style-type: none"><li>• Named staff in place to provide emotional support for specific children.</li><li>• Children can access emotional support when needed.</li><li>• Progress of children identified as having emotional needs is comparable to other children.</li></ul>

	<ul style="list-style-type: none"> <li>Children report that they are happier – measured through pupil voice.</li> </ul> <p>Progress of children in their learning will be measured through teacher assessments, termly standardised tests and statutory assessment. School tracking will compare the progress of Pupil Premium groups and other children.</p>
High- quality, tailored interventions in place to ensure to support specific needs.	<ul style="list-style-type: none"> <li>Interventions are tailored to meet specific needs.</li> </ul> <p>Successful delivery of tailored interventions results in more pupil premium children making at least expected progress.</p>
Progress in reading, writing and mathematics	Achieve above national average progress scores at KS2 (0)

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET Days. All staff to lead effectively are released once a term	1,2,3,4

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

Budgeted cost: £10070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions – Dynamo maths (£600), RWI	EEF- small group interventions. Ensure children have enough time and support to close gaps and make rapid progress.	1,2
One-to-one support and small group interventions led by TAs and Teacher – link to metacognitive approach	EEF evidence shows that this is an effective approach in primary school especially in Literacy where gains of 6+ months can be made. Data analysed termly to identify gaps in learning and interventions planned accordingly.	1,2

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional check-ins</i>	EEF Social and Emotional Learning Children ready for learning	

**Total budgeted cost: £12070**

## 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. Please refer to the separate document used to outline the **Pupil Premium Strategy in 2020-21** <..\\Governors\\GOVERNORS 2021-22\\Gov 22nd September 2021\\Pupil-premium-strategy 2020-21 updated July 2021.pdf>

### 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

### 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?	Pastoral time  Additional support for children working below national expectations  Increased admin time – to support leavers / arrivals administration.  Dedicated staff member for arrivals and departures of children.  Enrichment Fund  Increase SENCO time
What was the impact of that spending on service pupil premium eligible pupils?	Support for children who have a member of the family deployed – some for up to 7 months – Parent Away Club

	<p>Improved progress to close the gap through targeted interventions and pre-teaching activities</p> <p>Smooth transition of information / data between schools and families inducted into school.</p> <p>Children settle into new school and children leaving are prepared (arrivals and departures policies)</p> <p>Opportunities for children to broaden their experiences through visitors, trips and music tuition.</p> <p>SENCO further time to make referrals and access the necessary support for children.</p>
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