

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Dale Community Primary School
Number of pupils in school	549
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Foster, Headteacher
Pupil premium lead	Lindsey Collins, Assistant Headteacher
Governor / Trustee lead	Diane Williams, lead for disadvantaged pupils

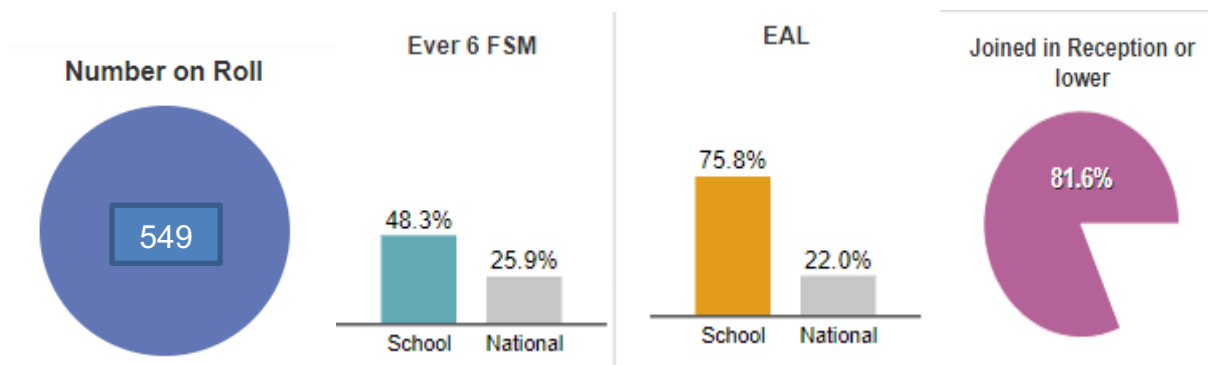
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,290
Recovery premium funding allocation this academic year	£13,095
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	£359,385

Part A: Pupil premium strategy plan

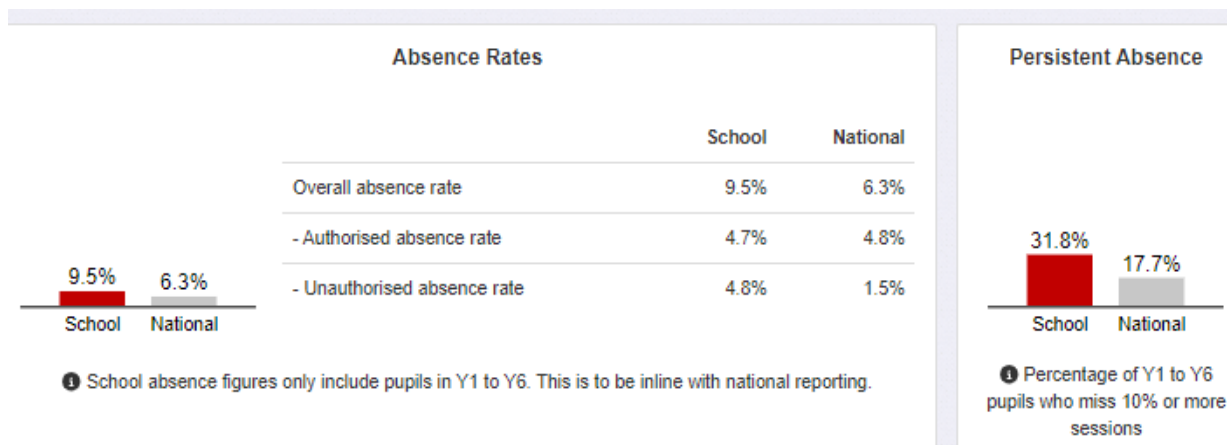
Statement of intent

Dale Community Primary School Context:

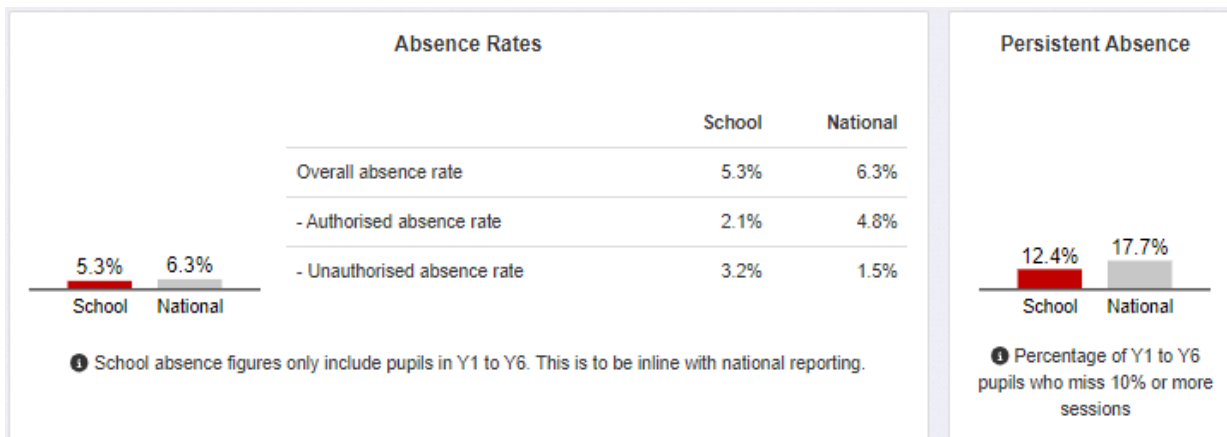


Our context is one that presents a wide range of barriers for our pupils. We are a larger than average primary school with significantly higher than average numbers of disadvantaged pupils and pupils where English is an Additional Language (EAL), when compared to the National average. Lack of continuity in education is also a barrier, as a large number of pupils (18%) join us after reception age. Often, at the point at which pupils enter school, they are not school-ready as their starting points are well below age related expectations (ARE). 85% of pupils in Foundation Stage at their baseline assessment (EYFS GLD) were below ARE and a significant number of pupils throughout Key Stage 1 and 2 are at the point of early acquisition in English.

2022/2023



Following the impact of Covid-19, as the above data illustrates, our rates of pupil absence are now significantly higher than absence rates nationally. However, implementation of strategies to improve attendance are steadily beginning to impact our data.



Our Ultimate Objectives for our disadvantaged pupils:

Despite these barriers, at Dale Community Primary School, our intention is that all pupils are challenged, engaged, motivated to learn, make good progress and achieve high attainment across all subject areas irrespective of their background or the wide range of barriers that they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. Our Visions and Values are also central to how we will utilise the Pupil Premium funding; to inspire a love of learning, build a strong community, celebrate our diversity, provide life changing opportunities and achieve in all areas of school life. We believe that our planned use of the Pupil Premium funding will address the aforementioned barriers and will help all children to ‘Flourish at Dale’.

Key principles of our strategy plan & how our strategy will work towards meeting our Ultimate Objectives :

In order to maximise the effectiveness of the pupil premium grant we will follow a long-term, 3 Year strategy which will be aligned to our School Improvement Plan, enabling us to implement short, medium and long term strategies and interventions which are both relevant and responsive to the varied and individual needs of our pupils. We will follow the three tiered approach to school improvement as outlined in The EEF Guide to the Pupil Premium: High Quality Teaching for All, Targeted Teaching and Wider Opportunities.

High Quality Teaching for All:

High-quality teaching for all is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed in this strategy, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Following the impact of Covid-19 on pupils' attainment, the continuation of the development of the teaching and assessment of Reading, Writing and Mathematics remains a priority within this area of the spend. Additional priorities are as follows:

Priorities from School Improvement Plan (SIP) 2022-23 which will continue to be developed and monitored:

- *To develop the leadership and management of the school for leaders who are new to post (SIP 2022-23)*
- *To improve the quality of education: Develop teaching and learning in science and non-core subjects (SIP 2022-23)*
- *To improve the quality of education - To have a curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long term memory (SIP 2021-22 & 2022-23)*

Priorities from SIP 2023-24:

- **To improve the quality of education: To improve the 'implementation' stage of curriculum, particularly of non-core subjects**
- **To improve the quality of education: To develop provision for pupils who are working below age related expectations (ARE) and raise attainment in reading and writing**
- **To improve behaviour and attitudes: To ensure a consistent approach to behaviour management**
- **To improve behaviour and attitudes (attendance)**

Targeted Teaching:

In order to raise attainment, we will use targeted teaching in response to careful monitoring and assessment to identify those pupils who are not making good progress as well as for pupils who have been most affected by the pandemic. Our priorities in this area of the spend are as follows:

Priorities from School Improvement Plan (SIP) 2022-23 which will continue to be developed and monitored:

- *To improve the quality of education: Develop the use of Teaching Assistants- Precision teaching and targeted interventions*
- *Develop provision for pupils who are learning English as an Additional language, particularly those pupils with no previous schooling (SIP 2021-22 & 2022-23)*
- *To develop the leadership and management of the school for leaders who are new to post*

Priorities from SIP 2023-24:

- **To improve the quality of education: To develop provision for pupils who are working below age related expectations (ARE) and raise attainment in reading and writing**
- **To improve behaviour and attitudes: To ensure a consistent approach to behaviour management**
- **To improve behaviour and attitudes (attendance)**

Wider strategies:

Wider strategies will be used to address our most significant non-academic challenges. Given our context as outlined above, and the impact of the pandemic, these challenges have negatively impacted upon academic attainment. As a result, our priorities in this area of the spend are as follows:

Priorities from SIP 2022-23 which will continue to be developed and monitored:

- *To improve the quality of education: Develop the use of Teaching Assistants- Continue to develop provision for children at lunchtimes*

Priorities from SIP 2022-23:

- **To improve behaviour and attitudes (attendance)**
- **To improve personal development**

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils at the outset of this plan.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>55% disadvantaged pupils in Year 2 below ARE in Autumn (2021/22) Statutory phonics screening check compared to 26% of Non-disadvantaged?</p> <p>59% of disadvantaged pupils who are below ARE are new to English.</p> <p>Bottom 20% of Readers throughout school show difficulties with phonics of which 70% are disadvantaged (21/22)</p>

2	<p>Internal and external (where available) assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data from academic year (2020-21) indicates that in all year groups, disadvantaged pupils attainment in Reading was below that of non-disadvantaged but significantly so in EYFS [gap -34%], Years 1 [gap -20%], 2 [gap -16%] 4 [gap -13%] and 5 [gap -26](Support in 2021-22 for years 1, 2, 3, 5 and 6 is a priority and for new cohort in EYFS)</p>
3	<p>Internal and external (where available) assessments indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data from academic (2020-21) indicates that in all year groups, disadvantaged pupils attainment in Writing was below that of non-disadvantaged: EYFS [-13%], Years 1 [gap -22%], 2 [gap -17%] 3 [gap -20%], 4 [gap -14] and 5 [gap -16%] (Support in 2021-22 for ALL year groups is a priority)</p>
4	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data from academic year (2020-21) indicates that in all year groups, disadvantaged pupils attainment in Maths was below that of non-disadvantaged but significantly so in EYFS [-28%], Years 1 [gap -13%], 2 [gap -22%] and 4 [gap -17%]. (Support in 2021-22 for years 1, 2, 3 and 5 is a priority and for new cohort in EYFS)</p>
5	<p>Our attendance data indicates that absence among pupils is 2.6% higher than for pupils Nationally.</p> <p>Our attendance data indicates that persistent absence (pupils who miss 10% or more sessions) among pupils is 9.7% higher than pupils Nationally.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Observations and discussions indicate that negative attitudes to learning, poor retention, low concentration levels and lack of stamina for learning are inhibiting pupil progress.</p> <p>Alongside this, pupils lack knowledge and experience and struggle to confidently access and recall learning. This impacts progress and attainment of pupils.</p>
7	<p>The wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</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
<p>Improved retention and application of phonics skills among disadvantaged pupils</p> <p>The teaching of phonics following Little Wandle is effective.</p> <p>Teaching staff use assessment data to track progress; and inform planning for next steps to address gaps in learning.</p> <p>The needs of KS2 children still requiring phonics support are being met and Rapid Catch up is effective.</p>	<p>Year 1 phonics screening check outcomes in 2023/24 show that the % of disadvantaged pupils meeting the expected standard is in line with National.</p> <p>KS1 reading outcomes in 2023/24 show that the % of disadvantaged pupils who met the expected standard is in line with or more than the % of pupils who met the expected standard in the 2023/24 phonics screening check.</p> <p>In 2023/24, the proportion of Year 2 pupils meeting the expected standard in the phonics screening check, is in line with National.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS1 and 2 reading outcomes in 2023/24 show that the gap between disadvantaged pupils and Other pupils who met the expected standard nationally has diminished (see 2020/21 teacher assessment data)</p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>KS1 and 2 writing outcomes in 2023/24 show that the gap between disadvantaged pupils and Other pupils who met the expected standard nationally has diminished (see 2020/21 teacher assessment data)</p>
<p>Improved maths attainment among disadvantaged pupils.</p>	<p>KS1 and 2 maths outcomes in 2023/24 show that the gap between disadvantaged pupils and Other pupils who met the expected standard nationally has diminished (see 2020/21 teacher assessment data)</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils is reduced when compared to 2021/22 baseline and the attendance gap between disadvantaged pupils and their non-disadvantaged peers nationally, being has diminished the percentage of all pupils who are persistently absent has reduced when

	compared to 2021/22 baseline data and the figure among disadvantaged pupils and their peers nationally.
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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: £173,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review and amend the Phonics policy to reflect recent changes to Phonics provision at Dale including Little Wandle specific information and KS2 catch up.</p> <p>Offer drop in sessions/ key stage meetings.</p> <p>Conduct Phonics workshop to improve parents understanding of what children need to learn and how it is taught.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2 & 3
<p>Develop a love of reading across school</p> <p>Implement using literacy tree across</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	1, 2 & 3

<p>school for reading lessons</p> <p>Ensure our approach to reading is in line with the 2023 reading framework across school</p>		
<p>Ensure there are enough opportunities for writing in Year 3</p> <p>Implement Writing Roots planning platform</p> <p>Implement Rainbow Grammar across the whole school and monitor the impact</p>		<p>1,2 & 3</p>
<p>Develop the effective delivery of maths fluency sessions to all year groups</p> <p>CPD and support for staff to ensure confidence and consistency in their approach to teaching Maths No Problem</p> <p>CPD and monitoring of Maths journaling</p>	<p>Research highlights the importance of pupils developing mathematical fluency https://nrich.maths.org/10624</p> <p>We follow the principles outlined in the recommendations expressed: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</p>	<p>3, 6</p>
<p>Develop metacognition approaches to teaching to support pupils to think about</p>	<p>Research highlights the importance of developing Metacognition within both Teaching and Learning</p>	<p>1, 2, 3, 4, 6, 7</p>

<p>their own learning more explicitly</p> <p>CPD on lesson structure including memory, cognitive load and metacognitive strategies</p>	<p>'Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.'</p> <p style="text-align: center;">EEF, 2018</p> <p>We will develop CPD and follow the principles outlined in the following Guidance: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1699422828</p>	
<p>Strengthen the behaviour policy</p>	<p>We follow the principles outlined in the recommendations expressed:</p> <p>https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1701426787</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

Budgeted cost: £90,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers use Rapid catch up trackers to be informed of which</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>1, 2,3 & 6</p>

<p>children are in need of phonics catch up.</p> <p>Catch up sessions are timetables for all children identified on trackers.</p> <p>Continue to ensure that all new starters are given a placement assessment.</p> <p>Regular reminders to KS2 teachers to complete appropriate assessments and tracking grids.</p> <p>Termly Data analysis of attainment and progress within catch up groups.</p>	<p>necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Engage with the Priority Literacy Programme</p> <p>Implement Reading Fluency Interventions</p>	<p>We will follow advice based on the research of the EEF to use diagnostic tools to assess pupils' needs to best support their progress in Reading.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf</p>	<p>1, 2, 3, 6, 7</p>
<p>To develop effective use of Teaching assistants to effectively support the learning of disadvantaged pupils</p> <p>Support and deployment of TAs to be more effective – Deputy Head to attend leadership training</p>	<p>Evidence shows that Teaching Assistants have a greater impact when they have been 'trained on a clearly specified approach'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3, 4, 6 & 7</p>

<p>Deputy Head to co-ordinate CPD timetable for Teaching Assistants to include: phonics, Numbersense, precision teaching, behaviour management, SEND</p>		
<p>A large proportion of pupils who are EAL are also disadvantaged- Develop provision for pupils who are learning English as an Additional language, particularly those pupils with no previous schooling</p> <p>Staff CPD on teaching strategies to support pupils who are learning English as an Additional language and those working below ARE. (Links to metacognition)</p>	<p>Research highlights the negative academic impact EAL pupils face which is why EAL and disadvantaged pupils are a priority in our school. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>Research to support and validate the work of The Bell Foundation. https://www.bell-foundation.org.uk/eal-programme/research/</p>	<p>1, 2, 3, 4, 6 & 7</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind- we will teach pupils in small groups to maximise impact as outlined: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3, 4, 6 & 7</p>

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

Budgeted cost: £82,824

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school attendance, particularly persistent absence</p> <p>Targeted groups of pupils identified as persistent absentees to be monitored by Head Teacher and Inclusion team</p> <p>Inclusion Officer employed with responsibility for monitoring attendance</p> <p>Increase number of pupils attending Breakfast club – target identified disadvantaged pupils</p> <p>The cost of Breakfast club to be covered by the Pupil Premium funding for disadvantaged pupils</p>	<p>Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>5 & 6</p> <p>Improved attendance and wellbeing will impact: 1, 2, 3, 4 & 7</p>

<p>Inclusion team to deliver wellbeing interventions for identified pupils – Social and Emotional Learning SEL</p>	<p>Evidenced based approach to support pupils’ social and emotional needs to impact positively on their academic progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3, 4,5,6 & 7</p>
<p>To widen pupil experiences so opportunities are equal to their peers</p> <p>Increase the range of extra-curricular clubs offered</p> <p>Vouchers to be issued for identified disadvantaged pupils- families to redeem vouchers towards the cost of trips and uniform</p>	<p>Ofsted illustrate the importance of developing pupils’ cultural capital- page 10</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/772056/School_inspection_update_-_January_2019_Special_Edition_180119.pdf</p>	<p>2, 3, 4, 6 & 7</p>
<p>Music tuition to be subsidised for identified disadvantaged pupils</p>	<p>As above</p>	<p>6, 7</p>

Total budgeted cost: £353,285

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year and 2022 to 2023 academic year.

Our internal assessments and analysis during 2021/22 suggested that the performance of disadvantaged pupils in many areas of the curriculum was considerably lower than that of Non-disadvantaged pupils; during 2022 to 2023, although this trend continues, there have been improvements in the performance of disadvantaged pupils in Years 2, 3, 4 and 6. In Year 1, in Reading, Disadvantaged pupils are outperforming Non-disadvantaged pupils. The gap between Disadvantaged and Non-disadvantaged pupils is less significant in Foundation Stage; Year 1 for Writing and Maths and Year 6 for Reading.

See the charts below:

Data comparison (Pupils at or above the Expected standard) 2021-2022 Summer 2 to Autumn 2 2022-23 same cohort:

	Reading FS- Word Reading/Comprehension				Writing		Maths	
	2021-2022		2022-2023		2021-2022	2022-2023	2021-2022	2022-2023
	Word Reading	Comprehension	Word Reading	Comprehension				
FS 22/23			PP: 60% OP: 66%	PP: 67% OP: 70%		PP: 53% OP:55%		PP: 60% OP:68%
			Gap -6	Gap -3		Gap -2		Gap -8
FS 21/22 Y1 22/23	Word Reading PP: 55% OP: 61% Gap:-6	Comprehension PP: 66% OP: 67% Gap:-1	PP: 54% OP: 73%		PP: 52% OP: 57% Gap:-5	PP: 51% OP:61%	PP: 66% OP: 72% Gap:-6%	PP:58% OP:68%
			Gap -19			Gap -10		Gap -10
Y1 21/22 Y2 22/23		PP: 43% OP: 56% Gap: -13	PP: 45% OP:44%		PP: 46% OP: 50% Gap: -4	PP: 32% OP:49%	PP: 50% OP: 54% Gap: -4%	PP: 51% OP:72%
			Gap +1			Gap -17		Gap -21
Y2 21/22 Y3 22/23		PP: 22% OP: 65% Gap: -43	PP: 29% OP:72%		PP: 17% OP: 58% Gap: -41	PP:23% OP:67%	PP: 33% OP: 81% Gap: -48%	PP: 26% OP:77%
			Gap -43			Gap -44		Gap -51
Y3 21/22 Y4 22/23		PP: 31% OP: 61% Gap: -30	PP: 35% OP:83%		PP: 23% OP: 65% Gap: -42	PP:29% OP:67%	PP: 33% OP: 75% Gap: -42%	PP: 31% OP:75%
			Gap -48			Gap -38		Gap -44
Y 4 21/22 Y5 22/23		PP: 50% OP: 59% Gap: -9	PP: 48% OP:59%		PP: 34% OP: 61% Gap: -27	PP:28% OP:51%	PP: 47% OP: 61% Gap: -14%	PP:46% OP:64%
			Gap -11			Gap -23		Gap -18
Y5 21/22 Y6 22/23		PP: 24 % OP: 41% Gap: -17	PP: 43% OP:51%		PP: 37% OP: 62% Gap: -25	PP:33% OP:69%	PP: 37% OP: 76% Gap: -39%	PP:61% OP:92%
			Gap -8			Gap -26		Gap -31

Progress towards Intended Outcomes:

Intended Outcome	Success Criteria	Progress Towards Outcome	
Improved retention and application of phonics skills among disadvantaged pupils	Year 1 phonics screening check outcomes in 2023/24 show that the % of disadvantaged pupils meeting the expected standard is in line with National.	Disadvantaged(PP)	National
		21/22 40%	75%

	<p>In 2024/25, the proportion of Year 2 pupils meeting the expected standard in the phonics screening check, is in line with National.</p> <p>KS1 reading outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with or more than the % of pupils who met the expected standard in the 2023/24 phonics screening check.</p>	<table border="1"> <tr> <td>22/23</td> <td>58%</td> <td>%</td> </tr> </table>	22/23	58%	%										
22/23	58%	%													
		<table border="1"> <tr> <td></td> <td>Y2 EXS</td> <td>National</td> </tr> <tr> <td>21/22</td> <td>86%</td> <td>87%</td> </tr> <tr> <td>22/23</td> <td>85%</td> <td>%</td> </tr> </table>		Y2 EXS	National	21/22	86%	87%	22/23	85%	%				
	Y2 EXS	National													
21/22	86%	87%													
22/23	85%	%													
		<table border="1"> <tr> <td></td> <td>PP EXS Phonics</td> <td>PP KS1 Reading</td> </tr> <tr> <td>21/22</td> <td>74%</td> <td>21%</td> </tr> <tr> <td>22/23</td> <td>84%</td> <td>44%</td> </tr> </table>		PP EXS Phonics	PP KS1 Reading	21/22	74%	21%	22/23	84%	44%				
	PP EXS Phonics	PP KS1 Reading													
21/22	74%	21%													
22/23	84%	44%													
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS1 and 2 reading outcomes in 2024/25 show that the gap between disadvantaged pupils and Other pupils who met the expected standard nationally has diminished (see 2020/21 teacher assessment data)</p>	<p>KS1</p> <p>22/23 Disadvantaged Pupils Y2 cohort- Y1 Reading compared to end of KS1</p> <table border="1"> <tr> <td>Year</td> <td>Gap</td> </tr> <tr> <td>21/22</td> <td>-13</td> </tr> <tr> <td>22/23</td> <td>+1</td> </tr> </table> <p>KS1 Gap between disadvantaged Dale and National average for EXS</p> <table border="1"> <tr> <td>Year</td> <td>Gap</td> </tr> <tr> <td>21/22</td> <td>-43</td> </tr> <tr> <td>National Gap</td> <td>-21</td> </tr> </table>	Year	Gap	21/22	-13	22/23	+1	Year	Gap	21/22	-43	National Gap	-21	
Year	Gap														
21/22	-13														
22/23	+1														
Year	Gap														
21/22	-43														
National Gap	-21														

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As demonstrated within the data above, our strategy is beginning to have an impact in some year groups and subject areas. In particular our improvements to our phonics provision have had the most impact. We will continue to monitor and embed this practice. It is now essential that in the 2023-2024 academic year, Years 4 and 5 disadvantaged pupils are prioritised for academic support as well as further academic support in Key Stage 2 for Reading, Writing and Maths to continue closing the gap in these subject areas. Following most

Intended Outcome	Success Criteria	Progress towards Outcome			
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by: The overall absence rate for all pupils is reduced when compared to 2021/22 baseline and the attendance gap between disadvantaged pupils and their non-disadvantaged peers nationally, has diminished · the percentage of all pupils who are persistently absent has reduced when compared to 2021/22 baseline data and the figure among disadvantaged pupils and their peers nationally.</p>	Year		% Absence Rate	
		21/22		8.8	
		22/23		9.5	
		Year	Dale PP %	National OP %	
		21/22	8.8	6.0	
		22/23	9.5	6.3	
		Persistent Absence %			
		Year		Rate	
		21/22		31.5	
		22/23		31.8	
		Persistent Absence %			
		Year	Dale PP	National OP	
		21/22	31.5	20	
		22/23	31.8	19.4	

A comparison of Disadvantaged pupils and Other Pupils attendance in 2021-22 and 2022-23

	2021- 2022 Summer 2		2022- 2023 Summer 2	
	%PP (N/N)	Attendance: PP (disadvantaged Pupil Premium) OP (Other Pupils)	%PP (N/N)	Attendance: PP (disadvantaged Pupil Premium) OP (Other Pupils)
FS 22/23			41% (30/74)	PP: 85% OP: 90%
FS 21/22 Y1 22/23	39% (29/75)	PP: 85% OP: 88%	45% (33/74)	PP: 87% OP: 90%
Y1 21/22 Y2 22/23	38% (28/74)	PP: 90% OP: 89%	42% (31/74)	PP: 90% OP: 93%
Y2 21/22 Y3 22/23	49% (36/73)	PP: 88% OP: 92%	50% (39/78)	PP: 88% OP: 94%
Y3 21/22 Y4 22/23	50% (39/78)	PP: 89% OP: 93%	56% (45/81)	PP: 90% OP: 94%
Y 4 21/22 Y5 22/23	48% (38/79)	PP: 91% OP: 93%	49% (40/81)	PP: 89% OP: 95%
Y5 21/22 Y6 22/23	55% (46/83)	PP: 90% OP: 95%	58% (49/84)	PP: 90% OP: 93%

As shown in the above table, although absence among disadvantaged pupils continues to be higher than their peers, our focus on attendance is beginning to have an impact. Attendance in Foundation Stage, Years 1, 2, 4 and 6 is also broadly in line with that of Non-disadvantaged pupils. Despite an increase in the number of Disadvantaged pupils on roll in every year group from last academic year to 2022/23, attendance of Disadvantaged pupils in each year group has also remained the same and improved in Year 1 and Year 4.

Our assessments and observations have indicated that pupil behaviour, wellbeing and mental health continue to be impacted by COVID-19-related issues. The impact remains particularly acute for disadvantaged pupils whose recovery is less rapid than that of their non-disadvantaged peers. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

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
Little Wandle	Little Wandle
Literacy Tree	Literacy Tree

Maths No Problem	Maths No Problem
Rainbow Grammar	Jason Wade
TT Rock Stars	Maths Circle
Purple Mash	Purple Mash

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: ·

- embedding more effective practice around feedback. Continuing to offer feedback to pupils so we are responsive at the point of need. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. ·
- offering a wide range of high-quality extracurricular activities and holiday clubs to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on 'fun and fitness' and building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.