



Pupil premium strategy statement

Dilton Marsh CEVC Primary School, part of Acorn Education Trust

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	Dilton Marsh CEVC Primary School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jill Hibbs and Sue Fulbrook (Acorn Head of SEND and disadvantaged)
Pupil premium lead	Lucy Bown
Governor / Trustee lead	Alan Sedgley (chair of Acorn Safeguarding, Standards and Improvement committee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,980

Recovery premium funding allocation this academic year	£2,755
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	£30,735

Part A: Pupil premium strategy plan

Statement of intent – Acorn Education Trust

Closing the progress and attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. Outcomes for 22-23 public examinations showed that the gap post-Covid is not closing. We know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners underpinned by clear and effective processes. Our vision and mission over the next ten years is:

Vision – To inspire disadvantaged learners and learners with SEND to reach for the stars and be confident and prepared for their future, knowing that no door is closed to their achievement.

Mission – to ensure excellent provision for children and young people who are disadvantaged or have SEND which has the capacity to meet individual needs and lead to outcomes where learners can be included in their community and thrive in their education and also emotionally, socially and economically.

In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. With emphasis on a collective and sustained approach, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. Disadvantaged children and young people are central to decision-making in all of our schools. This is in line with our Trust vision of “preparing young people for their world in their time”. Our disadvantaged strategy is 5-fold:

1. Everything through the lens of disadvantaged/SEND - built-in, not bolt-on. Every decision at every level must consider impact for disadvantaged/SEND.
2. Attendance - Getting them into school and keeping them in school.
3. High-quality teaching - teach them really well.
4. Catch them up where they have gaps.
5. Engage their parents/carers.

By ensuring that our schools focus on everything through the lens of disadvantaged pupils, we require all staff and members of the school community to be committed to inclusivity and aspiration for all. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our parents and carers to engage with school and learners

to attend school well and thus grow and develop as individuals ready for the world can optimise outcomes for their future.

To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas embedding the vision, mission and strategy as above and ensuring that **all stakeholders** believe it, embrace it and live it.

Challenges

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

Challenge number	Detail of challenge
1	The gap between the attendance of learners who fall into the FSM6 group and their non-FSM6 peers is 4%. This creates gaps in knowledge due to how much schooling is missed. The challenge lies in encouraging better engagement and attendance for key individuals whilst also catching up on missed learning. 15% of our PA children are in receipt of FSM.
2	Learners from disadvantaged backgrounds do not write as well as their peers. This is indicated by the standardised scores on end of year teachers assessment. 33% of our disadvantaged children do not meet national standards. This impacts on access to the rest of the curriculum and their ability to learn independently.
3	28% of our disadvantaged learners have SEN needs. 12% have an EHCP in place. They do not make adequate progress to reduce gaps. This group require additional support to remain engaged in their education.
4	The Curriculum needs to fully meet the needs of disadvantaged learners.
5	Parental engagement is limited in our Disadvantaged group. 29% do not receive regular, high-quality support for reading and homework.

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>By the end of July 2024, the attendance of learners in the FSM6 category will have improved.</p>	<ul style="list-style-type: none"> • The gap in attendance of FSM6 and non-FSM6 will have minimised or have closed completely. • The school's systems for tracking attendance will be robust. • Early intervention will be in place to support those struggling to attend school in terms of well-being and academic support. • Catch-up programmes will be addressing gaps in learning caused by missing school.
<p>By the end of July 2024, disadvantaged learners will be achieving in line with their peers in writing/English or at least have significantly closed the gap.</p>	<ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in writing/literacy/English year upon year. • All learners will be reading in school or home at least 4 times per week. • To continue to build up our 'Dilton 50' to promote a love of reading • Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this. • Evidence-based targeted intervention will show positive impact on progress. • 1:1 or group tutoring to support individuals at risk of falling behind or not closing gaps.
<p>By the end of July 2024, SEND children will have closed the progress gap in core subjects. They will be engaged in their learning and access the curriculum and be ready for their next phase of learning.</p>	<ul style="list-style-type: none"> • Teachers will be able to identify these learners and apply reasonable adjustments in the classroom to meet their needs. This will be seen on learning walks. • Any targeted intervention will show positive impact both academically and on wider school life.

<p>By the end of July 2024 engagement of parents will have increased to 80% regularly supporting their child's learning.</p>	<ul style="list-style-type: none"> • Regular contact between class teacher and home. • Additional reading opportunities in school for children not receiving this at home. • Support and training for parents to understand strategies to support learners. • Introduction of 'Class Showcases' three times a year. Children will have the opportunity to share learning from the term and parents having a chance to look at pupils books as well.
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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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Explore, prepare, develop and embed the use of “Walk Thrus” as part of instructional coaching for teachers in schools.	A set of principles written by Tom Sherrington and Oliver Caviglioli. This book has been positively reviewed by Research Schools and other commentators.	All
Use of National College training materials for teachers and leaders to extend their knowledge and practice in the classroom.	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school. Teachers who have access to high quality CPD are more likely to stay in schools.	All
Use of Ambition Institute training to support two experienced teachers in coaching other members of staff	Coaching has high evidence supported success rate.	1-4

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

Budgeted cost: £23, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support for Speech, Language and Communication Needs. Training costs plus time to	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small	2,3

deliver high quality intervention.	groups can have significant progress.	
1:1 teacher led intervention in maths, English and science prioritised for disadvantaged children who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	1,2,3,4

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

Budgeted cost: £3,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a rewards system to motivate and encourage improved attendance. Involve parents/carers. To ensure equality and help children to feel the sense of belonging.	Working closely with parents and carers is proven to improve engagement.	1, 5
Use of Thrive Programme to assess and impact on children's health, self-confidence and wellbeing. A trained TA in Thrive principles to lead Thrive sessions. Training and supervision of ELSA to support mental health.	Studies demonstrate that building a sense of control through the Thrive Programme enables children to make progress in learning and feel safe in school.	1,3

Support with costed activities to ensure all learners have access to all the school has on offer.	No child misses out due to poverty.	1,3,4
Support for parents to support their children including materials to enable working at home.	Working closely with parents and carers is proven to improve engagement.	5

Total budgeted cost: £30, 725

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.

Intended outcome	Success criteria	Review
By the end of July 2024, the attendance of learners in the FSM6 category will have improved.	<ul style="list-style-type: none"> The gap in attendance of FSM6 and non-FSM6 will have minimised or have closed completely. The school's systems for tracking attendance will be robust. Early intervention will be in place to support those struggling to attend school in terms of well-being and academic support. Catch-up programmes will be addressing gaps in learning caused by missing school. 	<p><i>Through Pupil Premium funding the school was able to drive on attendance. As a result attendance for children eligible for PP was in line with national average at 90% although continues to be below attendance of all pupils (95%).</i> FSM6 91.4% and nonFSM6 94.8% 32% of pupils had the expected attendance of 95%.</p> <p>A gap still remains between FSM6 and non-FSM6</p> <p>We have a robust tracking system in place for attendance. At Parents evenings attendance data is shared with all parents. Attendance is monitored by our attendance lead and SAM meetings are set up where necessary.</p> <p>This is ongoing and for those who have received an attendance letter or have had a SAM meeting attendance in all cases has improved.</p> <p>PA of our FSM6 pupils has improved from 21% to 15%.</p>

By the end of July 2024, disadvantaged learners will be achieving in line with their peers in writing/English or at least have significantly closed the gap.	<ul style="list-style-type: none"> • Outcomes of assessment show a progressive closing of the gap in writing/literacy/English year upon year. • All learners will be reading in school or home at least 4 times per week. • To continue to build up our 'Dilton 50' to promote a love of reading • Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this. • Evidence-based targeted intervention will show positive impact on progress. • 1:1 or group tutoring to support individuals at risk of falling behind or not closing gaps. 	<ul style="list-style-type: none"> • 81% of our disadvantaged learners have achieved ARE in writing. Compared with at the beginning of the year where we had 48% on track to be ARE at the end of the year. • Vocabulary is taught in all classes across the curriculum.
By the end of July 2024, SEND children will have closed the progress gap in core subjects. They will be engaged in their learning and access the curriculum and be ready for their next phase of learning.	<ul style="list-style-type: none"> • Teachers will be able to identify these learners and apply reasonable adjustments in the classroom to meet their needs. This will be seen on learning walks. • Any targeted intervention will show positive impact both academically and on wider school life. 	<ul style="list-style-type: none"> • 33% of our SEND pupils have made great progress and have closed the gap in core subjects and are working at ARE or above in all 3 areas. • 22% of our SEND pupils have begun to narrow the gap and have achieved ARE in 2 out of the 3 core areas.
By the end of July 2024 engagement of parents will have increased to 80%	<ul style="list-style-type: none"> • Regular contact between class teacher and home. • Additional reading opportunities in school 	<ul style="list-style-type: none"> • Parents evenings. If parents don't book or don't turn up we make phone

regularly supporting their child's learning.	for children not receiving this at home. <ul style="list-style-type: none"> • Support and training for parents to understand strategies to support learners. 	calls to our FSM6 parents. <ul style="list-style-type: none"> • Additional activities – coronation picnic • Phonics workshop
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Of all FSM pupils 67% of pupils met ARE at the end of the year in Reading, Writing and Maths. This is broken down into:

1(100%) pupil in EYFS achieved Early Learning Goals.

1 (50%) pupil in Year 1 achieved ARE

2 (100%) pupils in Year 2 achieved ARE

2 (100%) pupils in Year 3 achieved ARE

7 (78%) pupils in Year 5 achieved ARE

1 (33%) pupil in Year 6 achieved ARE

Of all the FSM pupils 10% of pupils met ARE at the end of the year in 2 areas. This is broken down into:

1 (500%) pupil in Year 4

1 (11%) pupil in Year 5

The pupil premium funding supported a year 6 child so that they could attend the residential trip with their peers. No child missed out from attending trips in other years due to affordability.

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
Thrive	Thrive approach
National College CPD	The National College

Walk Thrus	Tom Sherrington and Oliver Caviglioli
Little Wandle	Collins in association with English Hub
Mastering Number	Mobius Maths Hub
Coaching	Ambitious Institute

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?	We only have 2 pupils across the school that are in receipt of Service funding. Therefore it is difficult to make judgements.
What was the impact of that spending on service pupil premium eligible pupils?	