

Dulwich Village C of E Infants' School

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	Dulwich Village C of E Infants' School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	7.8% (7.12.23)(20 pupils – 19 pre census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Ms Sinead Power
Governor lead	Ms Megan Pacey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP/child £1,455.00 PLAC/LAC child £2,530.00 TOTAL: £24,735 + £7,590 = £32,325.00
Recovery premium funding allocation this academic year	£1,185.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£33,510.00

Part A: Pupil premium strategy plan

Statement of intent

Follow this [LINK](#) for Dulwich Village C of E Infants' School - Strategy on the use of Pupil Premium Funding [DVIS Pupil Premium](#)

Our key principles and INTENT for our pupil premium funding:

At DVIS we aim to ensure that all pupils in receipt of PPG demonstrate excellent progress across the curriculum and that accelerated progress can be made for all of these children.

We take a flexible approach to tailor the children's need with targeted support be that physical, emotional or academic support.

Our aim is to ensure equity and inclusivity in our offer across the curriculum and day to day experience for the children, to redress any known inequalities to ensure an equal access to education inside and outside of school.

The current plan at DVIS implements these objectives through:

- Prioritising the children's emotional literacy and wellbeing through training and school led programmes. For example the RULER programme and ELSA.
- Prioritising funding to support the physical needs of children and their families where necessary. For example offering reduced price enrichment clubs, food packages, school uniform, use of the breakfast club, laptops for home school learning.
- Tailoring the learning opportunities across the school to ensure excellent progress in learning for all children in receipt of the PPG.

PPG data shows some children in receipt of this support have other identified needs:

PPG children with SEND: 30%

PPG children with ESL: 25%

PPG children PLAC: 10%

PPG children LAC: 5%

Challenges

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

Challenge number	Detail of challenge
1	Children challenged by difficulties in relation to personal and social needs, for some this leads to emotional dysregulation or lack of confidence. These behaviours can lead to poor behaviour for learning and time out of class working through issues that have arisen. This relates to 35.3% of the group who need this form of support.

	<p>28.6% of this group are children with SEND. 71.4% of this group are PLAC</p>
2	<p>Difficulties in learning and recalling key skills in phonics and handwriting. For some this is linked to varied levels of support at home linked to parental confidence, time, interest, understanding and knowledge of some of the foundations of learning such as phonics, vocabulary, grammar.</p> <p>82.4% of the children need support with phonics, challenge to extend their writing and handwriting.</p> <p>Pupil Premium phonics July 2023</p> <p>Yr 2 8 out of 9 passed= 89% (1 child didn't pass – with EHCP, PLAC)</p> <p>Yr 1 3 out of 10 passed = 30% (7 who didn't pass, 3 are PLAC, 1 from Ukraine, 2 in year admissions and 1 with additional needs)</p>
3	<p>Difficulties in learning and recalling key skills in number.</p> <p>42.9% of the children need support with number skills and mathematical concepts.</p>
4	<p>Limited access to funds for physical needs e.g. clothes and food, and academic needs such as books or online learning equipment.</p>
5	<p>Scheme for teaching phonics – Little Wandle – Letters and Sounds requires training for all the team to ensure targeted support and catch up so that it can be delivered well to disadvantaged pupils.</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
All children to achieve age related expectations at the end of the academic year (incl, phonics test)	School assessment and phonics tests results will be 95% by 2024
Progress for disadvantaged children to be same or better than that of their peers.	School progress data indicating at least 4 steps of progress per year (using DVIS assessment data). By September 2024
Children report being supported at home with reading and phonics practice.	<p>Parent attendance at DVIS led learning events for families is good.</p> <p>Parent and learning communication is good and all parents attend termly parent meetings.</p> <p>All parents are extended a personal invitation and information in detail following the event.</p>

Families are supported in practical ways to ensure all physical needs are met.	Children arrive for school ready to learn in uniform with the correct equipment. Families report through parental feedback questionnaires that they are feeling able to speak to the school about their specific needs.
Teachers ensure their disadvantaged pupils are supported and make good progress through the use of TAs in class.	Teachers and TAs improve their knowledge of the challenges faced by PPG pupils and how to recognise these problems and use evidence informed interventions to support them. This is evidenced through rapid progress data for PPG pupils.

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) Supply cover MM, RULER

Budgeted cost: £5,000.00 (cover for CPD out of school and consultants in school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In school CPD related to DVIS approach to holistic education</i>	EEF – Metacognition and self-regulation strategies such as Building Learning Powers, RULER, restorative justice. At DVIS we teach specific skills and strategies to help the children understand what they need in order to learn e.g. resource or editing skills. We use our own approach to building leaning power skills such as Mr Bump to remember to be resilient, have a go and not give up the first time of trying. At DVIS we use RULER to support the children’s emotional learning and vocabulary to allow them to be ready to learn.	1, 3, 5
<i>Whole school approach to Mastery in Maths through the Maths Hub</i>	EEF – Mastery Learning At DVIS we aim to support all pupils to achieve deep understanding and competence in their Maths. Key skills and knowledge need to be learnt, practiced, and understood before moving on to a new block of learning.	3,5
<i>Mixed ability grouping</i>	EEF – Collaborative learning Children will be taught in mixed ability groups for some of the school day and working in pairs to discuss and rehearse learning. Free flow also allows for deeper collaboration on projects and learning through independent tasks.	2, 3,5
<i>CPD on Phonics and writing</i>	Training in the Little Wandle SSP will continue for all the team. Training ensures a consistent and systematic approach and builds on secure assessment and support at home. EEF - Phonics	2, 3, 5

<i>Support for ECT and mentoring</i>	ECT offer and requirements The ECT programme over two years offers support for all new to teaching, giving support for the teaching and assessment of all pupils. ECT Framework https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-on-professional-development;	2, 3, 5
<i>Training for staff in understanding the challenges for PPG pupils and how to overcome them in school incl trauma informed practices.</i>	Training all teachers on new and evolving practices based on research will support children in receipt of the PPG. A programme of professional development helps to develop whole school approaches and consistency in delivery, thus supporting all children to make progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit; https://educationendowmentfoundation.org.uk/news/eef-publishes-new-guidance-on-professional-development; Trauma Informed Schools UK : Evidence for Trauma Informed Practices	5

EEF – [Education Endowment Fund](#)

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

Budgeted cost: £25,510.00 (TA support for interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group support for interventions across the school with a trained teacher or TA.</i>	EEF Improving Mathematics in the Early Years Research shows children learn well when high quality targeted support is given in small groups. Based on good assessment and next steps, progress can be made. Children Individualised Learning - This might include pre teaching an activity or pre teaching a concept that has not been understood. It leads to a greater depth in learning and understanding.	1, 2
<i>Structured Interventions e.g. Little Wandle Catch up and Keep up sessions for Phonics, ELSA, Time to Talk, 5 can make me lose control, Attention Bucket, Write from the start, across school with Teaching Assistants</i>	Phonics A Systematic Synthetic Phonics Programme has been shown to have a positive impact on reading and writing in schools. DfE Reading Framework DfE Reading Framework ELSA:	1, 2, 3

	<p>An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship. These interventions support the 35.7% of children in receipt of PPG and many more across school. Each intervention has been recommended by Educational Psychologists/Speech and Language Therapists/ a Literacy consultant. Each intervention is pre and post assessed and at DVIS, has previously enabled good progress.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3000.00 (costs of trips, contribution towards clubs, cover for colleagues in order to lead sessions for parents.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to wrap around care, trips and after school enrichment	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF Parental Engagement Guidance Report.pdf; ...</p> <p>Communication with parents is key to ensure open dialogue about what is needed and helpful to ensure each child receives the best, all round experience at school. No child should be left excluded from accessing education in all it's richness.</p>	2, 3, 4
Regular monitoring of attendance	<p>Improving attendance at school DfE</p> <p>Regular monitoring of attendance ensures school and parents work to ensure children are present at school. Regular attendance is indicative of better outcomes later in life at work and personally.</p>	1, 2, 3, 4
Behaviour approach – Restorative Justice as part of RULER programme.	<p>RULER</p> <p>At DVIS we use RULER to support the children's emotional learning and vocabulary to allow them to be ready to learn. RULER ensures children can name emotions, understand what they feel like and look like, have the vocabulary to express that. Following that, children are supported in moving from what might be an unhappy or unsettling emotion to a more positive one.</p>	1, 5

<p>School led curriculum sessions for parents e.g. how do children learn? Phonics.</p>	<p>Parental Engagement https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf Through building positive relationships we ensure parents are able to access information that will support their children's learning.</p>	<p>2, 3,</p>
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Total budgeted cost: £33,510.00

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.

Year 2 (9 children) 2022-2023

In July 2023 the percentage of Pupil Premium children in Year 2 achieving the Expected standard and Greater Depth is shown below.

Cohort 9 PP children	Expected + %	Greater Depth
Reading	56% (5)	11% (1)
Writing	44% (4)	11% (1)
Maths	67% (6)	11% (1)

In the summer of 2023 the percentage of Pupil Premium children in Year 2 achieving the Expected standard for reading was 56% , writing was 44%, and in maths 67%. 1 child in receipt of the PPG (11%) achieved Greater Depth in Reading, Writing and Maths. The percentage of PP children in Year 2 achieving the expected standard was lower in all three subjects than the overall attainment for the whole cohort.

Progress

Cohort 9 PP children	Expected + % progress	Above Expected progress %
Reading	66%	22%
Writing	89%	11%
Maths	100%	11%

The progress made by children in receipt of the PPG was strong with 100% making expected progress in Maths and 89% (8 children) making expected progress in Writing. 22% made above expected progress in Reading and 11% (1 child) made above expected progress in Writing and Maths.

The gap in attainment between children in receipt of Pupil Premium and those not increased slightly in Reading and writing and the gap narrowed in maths attainment.

	% attainment gap in September 2022 (beginning of year 2)	% attainment gap in July 2023 (end of year 2)
Reading	16%	25%
Writing	20%	28%
Maths	27%	15%

Year 2 Progress from the end of Reception

In reading, writing, and maths 88% of children in receipt of the PPG made good + progress 25% made rapid progress.

Year 2 Phonics

56% (5) of the children in receipt of the PPG passed the phonics check in year 1 June 2022. By July 2023 89% (8) had passed the phonics check.

Year 1 (10 children) 2022-2023

Cohort 10 PP children	Expected + %	Greater Depth
Reading	20% (2)	
Writing	20% (2)	
Maths	40% (3)	10% (1)

In the summer of 2023 the percentage of Pupil Premium children in Year 1 achieving the Exp standard for reading and writing was 20%, and in maths 40%. 1 child in receipt of the PPG (10%) achieved Greater Depth in Maths. The percentage of PP children in Year 1 achieving the expected standard was lower in all three subjects than the overall attainment for the whole cohort.

The attainment gap for this cohort is significant and widened in reading and maths and stayed the same in writing from the last assessment point at the end of their reception year (July 22).

	% attainment gap in September 2022 (beginning of year 1)	% attainment gap in July 2023 (end of year 1)
Reading	56%	67%
Writing	59%	60%
Maths	34%	48%

Progress

Cohort	Expected + % progress	Above Expected progress %
10 PP children Out of 9 as 1 child from Ukraine with no prior data		
Reading	89%	
Writing	89%	11 (1)%
Maths	78%	22% (2)

In reading and writing, 89 % of children in receipt of the PPG made good progress, with 11% making above expected progress in writing. 78% made good + progress in maths, 22% made above expected progress. (Please note the progress information is based on 9 children as 1 child joined us from Ukraine with no prior data.)

Year 1 Phonics

30% (3) of the children in receipt of the PPG passed the phonics check in year 1 June 2023.

Reception (4 children) 2022-2023

At the end of the Reception year in July 2023, 50% (2 children) of the children in receipt of the PPG were at the expected standard in the areas of learning for the GLD.

A comparison of Pupil Premium children attainment at Baseline September 2022 – to July 2023. The attainment percentage in all areas of learning either remained the same or increased.

Areas of Learning	Reception PP children On Track September 2022 Baseline	Reception PP On track July 2023
Listening, Attention and Understanding %	75%	75%
Speaking %	100%	100%
Building Relationships %	75%	100%
Managing Self %	75%	75%
Self-Regulation %	75%	75%
Fine Motor Skills %	50%	100%
Gross Motor Skills %	100%	100%
Comprehension %	75%	100%
Word Reading %	75%	100%
Writing %	50%	50%
Number %	75%	100%
Numerical Patterns %	50%	100%

Across all the areas of learning that make up the 'Good level of development', we saw gaps between those children in receipt of PPG and those not, significantly narrowing in the following areas.

Area of learning	% attainment gap in September 2022 (beginning of Reception)	% attainment gap in July 2023 (end of year Reception)
Building Relationships	-1%	6% (gap with PP attaining higher than those not)
Numerical Pattern	-6%	14% (gap with PP children attaining higher than those that are not)

We complete individual case studies for all children in receipt of the PPG, where we outline their individual circumstances, barriers or needs, attainment and progress so that we can tailor our teaching to their needs.

Last year marked the end of a previous pupil premium strategy plan. Children were well supported throughout the pandemic, with in school places offered and practical resources given for home learning (including food packages, laptops and phone calls to support parents with remote learning). Teachers understanding of each child in receipt of the PPG was good and staff ensured support and opportunities reflected the needs of the children in their class.

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
NONE	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Sports Premium funding offers many opportunities to try different activities for all children and those in receipt of the PPG are given priority to these.

See SEND information report [HERE](#). A large part of our SEND offer supports the children with most need which at DVIS often includes approximately a third of the pupils in receipt of the PPG.

Our Holistic approach to Education supports all children including our most vulnerable. For more information click [HERE](#)

Directing volunteers and trainee teachers to offer extra support with the children in receipt of PPG. This is in the form of helping children with basic skill such as letter formation, listening to children read who may not be heard at home and going over previous learning in class.