



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 funding had within our school.

School overview

| Detail | Data |
|---|--|
| School name | The Dolphin School |
| Number of pupils in school | 224 |
| Proportion (%) of pupil premium eligible pupils | 44.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2021 (updated September 2022) |
| Date on which it will be reviewed | 1 st reviewed: August 2022 2 nd review due: August 2023 |
| Statement authorised by | Kate Wells |
| Pupil premium lead | Laura Drage(MAT leave)/Kate Wells |
| Governor / Trustee lead | Vanda Zajko |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £146810 |
| Recovery premium funding allocation this academic year | £13122 |
| 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 | £159932 |

Part A: Pupil premium strategy plan

Statement of intent

At The Dolphin School we believe that every child has the right to succeed academically and socially. Our ultimate objective is to ensure that this happens for every child, including our Pupil Premium pupils.

We understand that every Pupil Premium child is unique, and we are committed to understanding each of our Pupil Premium pupil's individual circumstances in order to overcome any barriers to each one of them achieving academic success. Currently, 63% of all pupils who are in receipt of PP funding are also EAL. Many children join us in EYFS having not yet met age related milestones in communication and language and many Pupil Premium children's spoken language development is significantly lower than their more advantaged peers and these gaps grow throughout school.

We also recognise that our Pupil Premium attendance last year (2021-2022) was 93.9% and this is still below the national average. Persistent absence is also still higher for Pupil Premium pupils and above the national average. By increasing the amount of times that our Pupil Premium children are in school, this increases their access to quality first teaching.

Our objectives are:

- For our Pupil Premium pupils who have lower prior attainment to make accelerated progress towards age related expectations and above
- For our Pupil Premium pupils to develop their oracy skills in order to make good progress towards age related expectations and above
- To improve the attendance of our Pupil Premium pupils to national average

In order to achieve this, we have adopted a tiered approach to our Pupil Premium strategy focusing foremost on improving the quality of teaching and learning using evidence-based approaches. We want to ensure our curriculum is bespoke to our pupils and provides for our learners' broader development by enabling them to develop and discover their interests and talents.

Secondly, we want to ensure that the targeted academic support our Pupil Premium pupils receive is based around proven-to-be effective interventions that are individualised wherever possible to support pupils in overcoming their specific barriers to learning. To ensure that this targeted academic support is effective, it will be delivered by class teachers and highly trained teaching assistants and the impact of this targeted support will be reviewed and adapted (where necessary) regularly.

Lastly, we will also be employing a range of wider strategies that focus on improving parental engagement and attendance (with a focus on those pupils classed as persistently absent); enhancing pupil well-being and the wider personal development of our Pupil Premium pupils by providing them with a range of opportunities and experiences within and beyond the curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lower prior attainment |
| 2 | EAL and lower language development |
| 3 | Attendance (in particular, those classed as persistently absent) and readiness to learn |

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 |
|--|---|
| Accelerated progress of PP pupils who have lower prior attainment towards age related expectations and above | <ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading, Writing and Maths • Achieve national average expected standard in PSC |
| Good progress of PP pupils who are EAL towards age related expectations and above | <ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading, Writing and Maths |
| Improved attendance of disadvantaged pupils to national average for all children (96%) | <ul style="list-style-type: none"> • Attendance of disadvantaged pupils is in line with national average |

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: £36,484

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Metacognition CPD for teachers | The EEF has found: "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress." | 1 |
| Development of Teaching and Learning Strategy (constructed with our PP pupils as the starting point) and ensuring access to Cultural Capital through our curriculum. | The Department for Education state: "Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils." "It is not ability or talent, it is the combination of opportunity, support and experiences over time that put advantaged ahead" Dan Nicholls, Cabot Learning Federation. | 1 and 2 |
| Participation in Oracy Research Project with University of Bristol | The EEF has found: "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. | 1 and 2 |
| PP Lead championing PP pupils; providing CPD for staff; working closely with SLT and subject leads to improve quality of teaching and learning; driving forward actions to improve outcomes | The Department for Education state: "Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils." | 1, 2 and 3 |
| Smaller class sizes where possible | The EEF has found that this approach can be effective (small positive impacts of +2 | 1 and 2 |

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| | month) “when a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.” | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £56278.80

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|---|-------------------------------|
| Metacognition 1:1 Coaching | The EEF has found: “Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months’ additional progress.” | 1 |
| Pupil Premium Class Profiles | In ensuring that teachers develop an understanding of any academic and non-academic “challenges that pupils are facing that are negatively affecting their education and impact their access to teaching” (Department for Education), teachers are better able to provide more individualise instruction, assessment, and feedback that “may also support pupils to address misconceptions or overcome specific barriers to learning” (The EEF). “On average, individualised instruction approaches have an impact of 3 months’ additional progress.” (The EEF) | 1, 2 and 3 |
| TAs | The EEF has found: “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact” and that “Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.” | 1 and 2 |
| Music therapy | The EEF has found: “On average, support that focus on social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in | 1 |

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| | school. They also have an average overall impact of four months' additional progress on attainment.” | |
| Reading Gladiators Year 4 reading club | The EEF has found: “Reading comprehension strategies are high impact on average (+6 months)”. Evidence from South Bristol school with high PP numbers of impact after using for many years Reading for pleasure in primary age groups is a key marker of success in later education. | 1 and 2 |
| Bedrock Vocabulary KS2 intervention | The EEF has found: “Reading comprehension strategies are high impact on average (+6 months)”. Vocabulary is a key gap in reading attainment – ‘The Vocabulary Gap’ book and CPD attended by previous Pupil Premium lead. Reports from last year indicate accelerated progress. | 1 and 2 |
| Priority access to reading volunteers | Reading for pleasure in primary age groups is a key marker of success in later education. | 1 and 2 |

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

Budgeted cost: £54038.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------|---|-------------------------------|
| Pastoral Mentor | The EEF has found: “On average, support that focus on social and emotional learning has an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.” | 1 |
| Family Support Worker | The EEF has found: “The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes.” Family support worker has supported families with improving attendance in the past and pupils have | 1 and 3 |

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| | to be in school so they can access learning. | |
| Translation services | The EEF has found: “The association between parental engagement and a child’s academic success is well established and there is a long history of research into parental engagement programmes.” | 2 |
| Educational Welfare Officer | Pupils have to be in school so they can access learning. | 3 |
| Access to clubs | The EEF has found: “impact of sports participation on academic achievement tends to be positive but low (about two additional months’ progress).” “It is not ability or talent, it is the combination of opportunity, support and experiences over time that put advantaged ahead” Dan Nicholls, Cabot Learning Federation. | 1 and 3 |
| Priority access to wider personal development opportunities (e.g. representing the school) | “It is not ability or talent, it is the combination of opportunity, support and experiences over time that put advantaged ahead” Dan Nicholls, Cabot Learning Federation. | 1 and 3 |
| Reduced trip costs | To provide pupils with cultural capital to ensure PP pupils can access the same opportunities as non-PP pupils which will also improve their vocabulary. “It is not ability or talent, it is the combination of opportunity, support and experiences over time that put advantaged ahead” Dan Nicholls, Cabot Learning Federation. | 2 |
| Uniform | The EEF has found: “There is some evidence that free school uniforms improve attendance in areas of very high poverty.” | |
| Magic Breakfast Bagels and Breakfast Club | Article 24 of the Convention of Children’s Rights includes: ‘I have the right to nutritious food and clean water.’ All pupils have access to nutritious food so their rights are valued, they feel cared for and to enable them to be in a good place to learn. Pupils have to be in school and able to pay attention before they can access learning. | 1 and 3 |
| EYFS Learning Packs | The EEF has found: “The association between parental engagement and a child’s academic success is well | 1 and 3 |

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|--|---|--|
| | established and there is a long history of research into parental engagement programmes.” | |
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Total budgeted cost: £171,740

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.

Last year, the intended outcomes of our Pupil Premium strategy were:

1. For our Pupil Premium pupils who have lower prior attainment to make accelerated progress towards age related expectations and above
2. For our Pupil Premium pupils who are EAL to make good progress towards age related expectations and above
3. To improve the attendance of our Pupil Premium pupils to national average

Were the intended outcomes met?

According to the school's KS2 data, Pupil Premium children and non-Pupil Premium children achieved broadly in line across the curriculum. Accelerated progress of Pupil Premium children is shown by the gap being significantly diminished between Pupil Premium and non-Pupil Premium in this cohort since their KS1 SATS in 2018 (reading gap was 34% and is now 3%; writing gap was 27% and is now 3%; maths gap was 27% and is now 1%; and, combined gap was 32% and is now 2%).

According to the school's KS1 data, Pupil Premium children and non-Pupil Premium children achieved broadly in line across the curriculum. Internal data demonstrates accelerated progress of our Pupil Premium children in this cohort (at the end of Year 1, only 27% were at the expected standard for reading whereas now 64% are at the expected standard).

In the Year 1 Phonics Screening Check, Pupil Premium children outperformed non-Pupil Premium children.

The attendance of our Pupil Premium children has improved slightly since the previous year; however, it was only at 93.9% and this is still below the national average. Persistent absence for our Pupil Premium pupils has also improved (19.8% in 2020-2021 to 17.9% last year) but is still above the national average and is higher for Pupil Premium children than non- Pupil Premium children in our school.

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 |
|-----------------------------|----------------------|
| National Tutoring Programme | Vision for Education |
| | |