

## Pupil premium strategy statement

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   | Dartford Primary Academy |
| Number of pupils in school  | 659                      |
| Proportion (%) of pupil premium eligible pupils   | 16%                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 Years                  |
| Date this statement was published   | September 2021           |
| Date on which it will be reviewed   | September 2022           |
| Statement authorised by   |                          |
| Pupil premium lead  | Charlotte Casey          |
| Governor / Trustee lead   | Anne Barritte            |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £ 150, 640 |
| Recovery premium funding allocation this academic year  | £16,240    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £166,880   |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Dartford Primary Academy our vision is that all pupils reach their full potential, regardless of background, and become Determined Persistent Achievers. We believe that all children should experience the same rich, culturally diverse and engaging learning experiences in order to prepare them for their place in society.*

*At Dartford Primary we recognise that disadvantaged children often face more challenges socially and academically and therefore our pupil premium strategy aims to counteract these challenges and narrow the gaps that these children face.*

*High-effective quality first teaching 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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes*
- *and raise expectations of what they can achieve.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Our Pupil premium children lack a wealth of cultural capital experiences which limits their ability to explore their imagination or peak their curiosity |
| 2                | A limited reading exposure also limits a child's ability to progress in line with their peers and widens the vocabulary gap.                             |

|   |   |
|---|---|
| 3 | Families are often unaware of how to support their children and do not always have the skills to do so. |
|---|---|

## 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   |
|--|--|
| To narrow the gap in attainment at 'expected standard' between pupils in receipt of the Pupil Premium grant and those who are not (less than -10% in all areas) across the school. | Combined attainment at the end of Key Stage to be no less than 61%   |
| To narrow the gap in attainment at 'higher standard' between pupils in receipt of the Pupil Premium grant and those who are not (less than -15% in all areas) across the school.   | All year groups will have children who achieve the higher standard in combined attainment  |
| To narrow the gap in progress between pupils in receipt of the Pupil Premium grant and those who are not at the end of KS2.  | Children in receipt of Pupil Premium grant will make accelerated progress in order to narrow the gap with their peers.   |
| To ensure all pupil premium pupils feel safe, happy and are ready to learn each day through support and wider strategies of engagement   | Children will show positive behaviours for learning and will demonstrate engagement in lessons through questioning. Children will be able to discuss what makes them feel happy at school and who keeps them safe. |

## 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: £ 27,142

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Maths</b><br>Times Table Rockstars program and Numbots   | Throughout lockdown children were able to access these programmes with success. Engagement was solid and as the learning was targeted it was easier to close gaps. Studies have shown that the use of digital technology can improve outcomes by 4 months.<br><br><a href="#">Digital Technology   Toolkit Strand   Education Endowment Foundation   EEF</a>                  | 1                             |
| <b>Writing</b><br>Development of approaches to writing in order to energise pupils and give them purpose to write with a particular focus on the use of feedback. | These strategies will be based around the needs of the children in our school, one key strategy is feedback which adds up to 6 months progression to a child's learning.<br><br><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1 and 2                       |
| <b>Writing</b><br><i>SpaG.com</i><br>This website provides quizzes and online assessments to analyse the personal gaps of children                                | Spag.com combines digital learning with small group and individualised interventions, these are proven to add 4 months impact to the learning.<br><br><a href="#">Digital Technology   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1 and 2                       |
| <b>Reading</b><br><i>Myon</i><br>An online library for children to explore which can be linked directly to their AR quizzes and levels.                           | Providing children with a range of engaging texts is vital to creating a love of learning. This resource means that children have access to books without having to take them home physically. Again, the use of digital technology adds up to 4 months impact on learning.<br><br><a href="#">Digital Technology   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 and 2                       |
| <b>Recruitment</b>  | Whilst the impact of teaching assistants as a rule is fairly limited. The impact of small group   | 1 and 2                       |

|  |  |  |
|--|--|--|
| Employment of 3 teaching assistants - one for EYFS, one for KS1 and 3 for KS2 - to ensure capacity for targeted interventions. | <p>interventions and individualised instructions is notable, at 4 and 3 months progress respectively.</p> <p><a href="#">Individualised Instruction   Toolkit strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> |  |
| <p><b>Training</b><br/> <i>TT Education</i><br/> CPD for all staff to develop subject knowledge and understanding</p>          | <p>Staff will feel confident to plan and execute an engaging and exciting curriculum which will stimulate the interests of all pupils. When pupils are engaged they will make connections and ask questions, which will in turn help them to develop their knowledge and understanding.</p> <p><a href="#">EEF Effective Professional Development</a></p>                            |  |

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

Budgeted cost: £ 51,186

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><b>Speech and Language</b><br/> EYFS speech and language programme and allocated HLTA a to run this.</p> | <p>EEF notes a 5 month impact on learning for oral language interventions. It also adds that Early Years interventions, although expensive, have an impact of 5 months progression.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>                                 | 1 and 2                       |
| <p><b>NELI - Extend TA hours for SALT admin</b></p>   | <p>Oral language interventions are proven to add 5 months progression to a child's learning. In order to facilitate the NELI programme we have extended the reception TA working hours in order to ensure that they</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 1 and 2                       |
| <p><b>AR @ KS1 and KS2</b><br/> Implementation of the reading challenge program.</p>                        | <p>Reading comprehension strategies have been extensively researched and have been proven to impact learning progress by 6 months.</p>   | 1 and 2                       |

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|---|--|---------|
|   | <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>   |         |
| <b>RWI leader appointed</b><br>HLTA appointed to support RWI Reading Leader                         | Phonic interventions are vital and are proven to have an impact of up to 4 months. In order to ensure that the interventions are well planned and delivered accurately we have been able to appoint a RWI HLTA to support the reading leader.<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1 and 2 |
| <b>PiXL Therapies</b><br>Purchase of the PiXL intervention strategy to accelerate progress.         | Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning progress. In previous years this intervention strategy has seen 50% of disadvantaged children achieved the combined expected standard.<br><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 and 2 |
| <b>1:1 Phonics</b><br>Targeted phonics sessions for those working in the lowest 20%                 | Phonics is the bedrock of the reading framework and is an essential element of helping children to access a broad and balanced curriculum. Phonic interventions are proven to have an impact of 4 months on learning.<br><br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1       |
| <b>Reading Crew</b><br>TAs paid overtime to hear groups of pupils who do not read at home read 1:1. | Reading interventions are proven to have up to 6 months impact on the ability of children. This will help with fluency, comprehension and confidence building.<br><br><a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1 and 2 |
| <b>Tutoring 1:3 KS2</b><br>Tutor to support gaps in Reading, Writing and Maths within UKS2          | Gaps can be actively assessed and responded to dynamically. The EEF states that small group tuition can add up to 4 months of learning.<br><br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1 and 2 |

|  |   |          |
|--|---|----------|
| <p><b>Reading books Ks1 and Ks2</b><br/>Engaging, high quality reading texts purchased for school libraries. These represent a broad and balanced curriculum and promote an inclusive and diverse culture.</p> | <p>Engaging books and texts will capture the imagination of pupils and develop their love of reading.</p> | <p>2</p> |
|--|---|----------|

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

Budgeted cost: £ 88, 552

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Inclusion team</b><br/>Employment of a team to focus on attendance, mental wellbeing, family relationship and provide specific interventions they are trained in</p> | <p>Parents will have more trust in the school which will enable them to discuss their needs and the needs of their children so that they can be properly supported.</p> <p><a href="#">Parental engagement   EEF</a></p>   | <p>1 and 3</p>                |
| <p><b>Pupil Support Mentor</b><br/>A focus adult in Y3 to encourage and model learning behaviours.</p>   | <p>Children in this year group have been affected greatly by the disruption in learning over this Covid-19 period. This disruption has also affected learning behaviours. The use of a pupil support mentor will enable children to focus and to achieve their learning goals. EEF Toolkit highlights 4 months impact.</p> <p><a href="#">Behaviour Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1 and 3</p>                |
| <p><b>ELSA TAs</b><br/>Specific TAs trained in ELSA.</p>   | <p>Helping children to self-regulate and to build their social and emotional resilience and understanding means that they are able to access the academic learning that is being taught to them. The EEF states that the teaching of metacognition and self-regulation has an impact of 7 months whilst social and emotional learning interventions add 4 months.</p> <p><a href="#">Metacognition and Self Regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Social and Emotional Learning Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>1 and 3</p>                |

|   |  |          |
|---|--|----------|
| <p><b>Solihull Parent Groups</b><br/>Targeted support group for families run by FLO</p>   | <p>Parental support enables parents to feel more confident in supporting their children and their learning.</p> <p><a href="#">Parental engagement   EEF</a></p>   | <p>3</p> |
| <p><b>Uniform</b><br/>To fund new uniform</p>   | <p>Parents may not be able to afford uniform as it can be expensive and this can mark children out as different in a negative way.</p>   | <p>3</p> |
| <p><b>Cultural Capital Opportunities</b><br/>Funding of trips, experiences and clubs</p>  | <p>Children from disadvantaged backgrounds may not have the same opportunities socially and culturally as their non-disadvantaged peers. By enabling them to access the same opportunities we are able to open up a variety of experiences for them.</p> | <p>3</p> |
| <p><b>Sports Clubs</b><br/>A range of sports and activities clubs are available. These have been planned around the context of the school and in discussion with the pupils.</p>                                  | <p>Sports participation is shown by the EEF to have a 1 month impact on learning.</p> <p><a href="#">Physical Activity   Toolkit strand   Education Endowment Foundation   EEF</a></p>   | <p>3</p> |
| <p><b>Activities Week</b><br/>Children experience a multi-cultural week each year at school which enables them to explore another country through art, craft, dance and drama. School trips are also planned.</p> | <p>Arts participation is shown by the EEF to have a 2 month impact on learning.</p> <p><a href="#">Arts Participation   Toolkit   Education Endowment Foundation   EEF</a></p>   | <p>3</p> |

**Total budgeted cost: £ 166,880**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Pupil voice survey by English leader evidenced high engagement with class reader texts from the reading spine. Observations of vocabulary focused reading lessons evidenced referring to, building on and being able to interpret the meaning of new vocabulary. Overall attainment in reading increased in every year group. In all but one year group it increased by at least 20%. Overall attainment in reading increased in every year group. In all but one year group it increased by at least 20%. Lessons in all but one year group were judged to be effective with 31% judged highly effective. Pupil engagement with writing and quality of teaching significantly improved from April 21 due to the impact of this approach. This has been the first CPD for 21-22 academic year. Phonics interventions have ensured that 70% of pupils achieved the expected standard in phonics in June despite the impact of covid.

Where possible TA hours were extended across the school to ensure admin tasks could take place out of school hours when the children weren't in the building. This enabled more time to be dedicated to 1:1 reading which improved fluency for these children. Recruitment meant that pupils did make progress to close gaps as evidenced in pupil progress discussions. Alongside this 100% of personalised plan interventions were able to take place with 86% being fully successful in closing gaps. The funds that were spent on an immersive reading corridor was shown to be hugely successful, regular learning walks evidenced pupils choosing books, discussing them in detail and recommending them to peers.

This year our dedicated inclusion team ensured that memory boxes, circle of friends and sensory circuits were able to be run specifically to meet the needs of these pupils. Incidents of poor learning behaviours significantly reduced from when this cohort was in Y5 which enabled these pupils to progress due to the implementation of a behaviour support mentor. ELSA interventions were significantly in demand this academic year due to the impact of covid. We saw a significant rise in a need for this within our Y5 and Y6 cohorts and will invest further next academic year. Solihull Parent Group Training was completed and resourced ready for implementation in 21-22 academic year. This has already shown itself to be extremely popular. Uniform has been available and families were both able to request and were offered personalised support with this.

This year we have developed our extra curricular and cultural capital opportunities, this saw engagement of pupil premium pupils in clubs rise to 25% by the end of the academic year.

## 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*

| <b>Programme</b>       | <b>Provider</b>     |
|------------------------|---------------------|
| Times Table Rock Stars | Maths Circle Ltd    |
| Accelerated Reader     | Renaissance         |
| PixL                   | The PiXL club       |
| Read, Write Inc.       | Ruth Miskin         |
| Myon                   | Renaissance         |
| Spag.com               | Orchard Digital Ltd |
| TT Education           | TT Education        |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| How did you spend your service pupil premium allocation last academic year?    |                |
| What was the impact of that spending on service pupil premium eligible pupils? |                |

## 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.*