



Durham Dales Federation

Pupil premium strategy statement 2024-2027

This statement details our schools' 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 had within our schools.

School overview

Autumn term = black, Spring term updates = blue, Summer term updates = green

Detail	Data
School name	DDF
Number of pupils in school	Hamsterley- 31 St John's Chapel – 27 Wearhead -15 Total – 73
Proportion (%) of pupil premium eligible pupils	(11 pupils) 15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Sarah Hodgkinson Head Teacher
Pupil premium lead	Richard Sains Deputy Headteacher
Governor / Trustee lead	Deborah Pinchen

Funding overview

Pupil Premium Grant Funding 2024-2027

Hamsterley Primary School

Detail	Amount
Pupil premium funding allocation this academic year	£5920
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£5920

St John's Chapel Primary School

Detail	Amount
Pupil premium funding allocation this academic year	£5920
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£5920

Wearhead Primary School

Detail	Amount
Pupil premium funding allocation this academic year	£1480
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£1480

Part A: Pupil premium strategy plan

Statement of intent

At the Durham Dales Federation, we believe that every child has the ability to achieve their potential, regardless of background and we strive to ensure that all children have access to a broad and balanced curriculum and a wide range of experiences.

Across our federation, we have identified that the main barriers to learning for Pupil Premium pupils in our schools tends to be lack of resilience and self-confidence, having limited access to a wide range of real-life experiences, lower starting points for verbal communication and language skills and often additional learning needs.

We focus our Pupil Premium spending on delivering high quality teaching, quality interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their resilience and understand the importance of having a healthy body and mind.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of children in receipt of PP funding also have an additional SEND need which requires high levels of differentiation and adult support.
2	Some parents lack confidence to support their child's learning.
3	Emotional resilience of some pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
4	Increasing challenges for families post-Covid have had a detrimental impact on children's emotional wellbeing and confidence.
5	Rural isolation and lack of public transport to enrichment activities (e.g. swimming, music, sport, public libraries, theatre, live music performances) in the local area.

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
Pupils will receive appropriately differentiated provision and TA support.	SEND pupils will make quicker academic progress reducing the attainment gap between them and their more able peers.
Parents will feel more confident to support their children's learning at home.	Improved parental engagement in home/school record books. Positive parental feedback regarding school communication about learning and parent workshops delivered.

Pupil resilience will be developed through a range of activities including regular Forest Schools sessions, Zones of Regulation, use of social stories, etc	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. Pupil voice will demonstrate high levels of engagement with learning.
Children will feel increasingly confident to share their concerns and articulate their feelings.	Pupil voice and parental feedback about SEL/PSHE activities will be positive.
Pupils wider experiences are enhanced.	Pupils will be able to demonstrate their knowledge and understanding of the wider world and in turn their language and vocabulary will be richer.

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)

Pupil premium: H £2000 SJC £2000 WH £480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENDCo to support class teachers and HLTAs to identify most effective interventions for each SEND pupil</p> <p>Staff meeting and INSET day CPD to discuss and model interventions</p> <p>Resources and concrete manipulatives to be audited and any gaps in provision resourced.</p>	<p><i>Link to EEF research Special Needs in Mainstream Schools: Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</i></p> <p><i>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</i></p> <ul style="list-style-type: none"> • <i>flexible grouping</i> • <i>cognitive and metacognitive strategies</i> • <i>explicit instruction</i> • <i>using technology to support pupils with SEND</i> • <i>scaffolding</i> 	1

<p>Use of Social Stories and selected PSHE books on a given theme to help children understand their feelings and emotions</p> <p>CPD for staff to increase confidence in the use of social stories</p>	<p><i>Link to EEF research: The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Pupil premium: H £1920 SJC £1920 WH £480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention sessions to be delivered 1to1 or in a small group:</p> <ul style="list-style-type: none"> - Extra RWI phonic sessions - Online Mable therapy sessions & follow up intervention activities - Individual reading - Small group Maths meetings 	<p><i>EEF toolkit evidence: Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</i></p>	<p>1 & 3</p>
<p>Delivery of parent workshops- Read, Write Inc & supporting children to learn number facts</p>	<p><i>Evidence from EEF toolkit: The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher</i></p>	<p>2</p>

<p>Sharing of year group non-negotiables through leaflets and discussions at parent consultation meetings</p>	<p><i>impacts for pupils with low prior attainment.</i></p> <p>Working with parents to support children’s learning recommendations: <i>Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success.</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Pupil premium allocation: H £2000 SJC £2000 WH £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued use of Weduc app £1000pa</p> <p>Home School diaries</p> <p>Community events e.g. Christmas production, MacMillan coffee morning</p> <p>Termly SEND support plan review meetings with parents of SEND children</p>	<p>Evidence from EEF toolkit: <i>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p>Working with parents to support children’s learning recommendations: <i>Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success.</i></p>	<p>2</p>

<p>Discounted places for eligible pupils at breakfast & after school club</p> <p>Access to sports coach activities after school</p> <p>Discounted contributions to the cost of residential and educational activities/visits</p> <p>Attend pantomime at Gala theatre</p> <p>Opportunities to participate in instrumental music sessions delivered by Durham Music Service</p>	<p>EEF toolkit:</p> <p><i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i></p> <p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p> <p><i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	5
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Total allocation received: £11,260

Externally provided programmes

Programme	Provider
WEDUC School App	WEDUC
Nessy Reading & Spelling	Nessy Learning
after school sports club	Sportscool, Education Enterprise & Taekwondo teaching
Whole class opportunities for KS2 to learn an instrument	Durham Music Service
Online SALT and counselling provision	Mable Therapy Ltd

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 **2024-2025** academic year.

In the academic year **2024-2025**, Hamsterley Primary School received £5920, St John's Chapel Primary School received £5920 and Wearhead received £1480 pupil premium.

Teaching (CPD):

Targeted academic support:

Wider strategies:

In order to protect individual identity of pupils in such low cohorts we are unable to provide detailed information on our website regarding the impact of Pupil Premium Spending. For further information, contact the Headteacher.