



The Dales School
North Yorkshire

Pupil Premium Strategy Statement

Person Responsible:

Headteacher

Reviewed and Approved by the FGB:

December 2021

Next Review Date:

December 2022

Signed.....

Date:

Pupil premium strategy statement

School overview

Metric	Data
School name	The Dales School
Pupils in school	65
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	20,237
Academic year or years covered by statement	21/22
Publish date	Jan-22
Review date	Oct-22
Statement authorised by	Full Governing Body
Pupil premium lead	Ann-Marie Ellis
Governor lead	Andrew Rickard

Disadvantaged pupil barriers to success

<p>1. Our assessment data shows that disadvantaged pupils make progress largely in line with, or in excess of their peers. Given the ipsative nature of the school's assessment system, it is difficult to further scrutinise this data other than to use the ipsative information to inform how we can ensure that each disadvantaged pupil's progress is optimised via the enhanced provision that is funded by the pupil premium funding</p>	<p>2. Disadvantaged pupils do not have the means to access extra curricular activities and so it is vital that we can secure enhanced learning opportunities from within the school curriculum offer</p>
<p>3. It is widely recognised that disadvantaged pupils may experience greater levels of trauma in their lives and as such we need to ensure that their holistic progress is supported by the breadth of provision enhancement secured via pupil premium funding</p>	<p>4. Our disadvantaged pupils may have been more significantly affected by the pandemic.</p>

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
All disadvantaged pupils will make good or progress in their language and literacy, and social skills	MAPP PLIs, lesson observations, Tapestry, school QA systems [planning and assessment scrutiny, MAPP data/moderation]	Jul-22
All disadvantaged pupils will make good or better progress in their physical development	MAPP PLIs, lesson observations, Tapestry, school QA systems	Jul-22

All disadvantaged pupils will make good or better progress in their thinking skills	MAPP PLIs, lesson observations, Tapestry, school QA systems	Jul-22
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity
To ensure that all disadvantaged pupils access the full breadth of holistic provision to secure best outcomes	Rebound, adapted bikes, curriculum activities, swimming, facilities including hoists, specialist resources, use of targeted spaces around school to support individual self regulation needs and access to personalised learning
	Additional specialist staff competences - forest school, John Muir Award, D of E, enhanced curriculum activities e.g., suitcase for life.
	Funding of curriculum off site learning opportunities, eg museum visits, community visits, cost of transport.
Projected spending	£2,813

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
Competence of staff to cover breadth of curriculum offer, including key focus area of year of Language and Literacy	QA schedule will evidence impact of phonics CPD and other related commissioned enhanced provision	Jul-22
Pupils can use a range of communication strategies to aid their understanding and expressive communication	Progress against MAPP PLIs, lesson observations, Tapestry evidence	Jul-22
Pupils can access a range of enhanced curriculum activities	HM Heroes days and links. Language and literacy events e.g., Story time show x 2 sessions and story teller. Off site visits e.g., museums, seaside. On site specialist activities e.g., We Can Dance, Ponies, Therapy Dog.	Jul-22

Targeted academic support for current academic year

Measure	Activity
Specialist learning bases to support holistic needs	
Barriers to learning these priorities address	Impact of dysregulation on access and engagement of learning for pupil and peers
Projected spending	£2,320

Wider strategies for current academic year

Measure	Activity
Whole school CPD on phonics	32% of £450 = £144
Resourcing for year of Language and Literacy	32% of £46750 = £14,960
Targeted specialist teaching strategies on highly personalised basis	
Total spend	£15,104

About the PE and sport premium

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The [School Sport and Activity Action Plan](#) set out government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day (in line with the [Chief Medical Officers guidelines](#) which recommend an average of at least 60 minutes per day across the week).

[The PE and sport premium can help primary schools to achieve this aim, providing primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils. The PE and sport premium survey highlighted the significant impact which PE and Sport has had in many primary schools across England.](#)

How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport they provide. This includes any carried forward funding from the 2019 to 2020 academic year.

This means that you should use the PE and sport premium to:
develop or add to the PE, physical activity and sport that your school provides

build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

You should use the PE and sport premium to secure improvements in the following 5 key indicators.

Engagement of all pupils in regular physical activity, for example by:
providing targeted activities or support to involve and encourage the least active children
encouraging active play during break times and lunchtimes
establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered

adopting an active mile initiative

raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)

embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

KS 1,2,3 and 4 pupils engage in daily walking / exercise activities which are adapted to best meet need

KS1-2,3,4 pupils access the school pool- staffing is enhanced to support these sessions in terms of access, safety, personal care. Key qualified staff member supports leads, where required, with planning for this based upon Swim England/Halliwick.

All classes access daily physical activity appropriate to needs: daily morning 'Walk and Talk' for Base 3, daily morning sensory circuits for Base 2, Base 1 & 4 MOVE programme and physiotherapy programmes.

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school

hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils

Broader experience of a range of sports and activities offered to all pupils, for example by:

introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities

partnering with other schools to run sports and physical activities and clubs

providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Increased participation in competitive sport, for example by:

[increasing and actively encouraging pupils' participation in the School Games](#)

organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations

These [good practice examples](#) produced by Active Derbyshire and Active Notts and the 7 top tips for spending the Primary PE and sport premium, found on the [Association for PE](#) and [Youth Sport Trust](#) websites, give further suggestions for how your PE and sport premium might be used to deliver on the 5 key indicators.

[Your local Active Partnership can provide further advice on how best to use your PE and sport premium. Active Partnerships coordinate the local availability of PE, school sport and physical activity, and can help you find the right sport opportunities and facilities. Where appropriate, you could also ask your local School Games Organiser for advice.](#)

We Can Dance, RDA, Rebound, MOVE, health care professionals to train and support staff in delivering physio programmes.

Yoga and Mindfulness, Story Massage.

SSSP Member- involved in timetable of shared events e.g., Panathlon, MATP.

As above

[The Association for PE has produced a PE and sport premium FAQ which may also be helpful in deciding how you wish to use your funding.](#)

Active mile

If schools choose to take part in an active mile, they should use existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

Raising attainment in primary school swimming

[Swimming is a national curriculum requirement. The 3 requirements for swimming and water safety are that by the end of key stage 2 pupils should be taught to:](#)

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively, for example, front crawl, backstroke and breaststroke

perform a safe self-rescue in different water-based situations

You can use the PE and sport premium to fund the professional development and training that is available to schools to train staff to support high quality swimming and water safety lessons for their pupils.

You can also use the PE and sport premium to provide additional top-up swimming lessons to pupils who have not been able to meet the 3 national curriculum requirements for swimming and water safety - after the delivery of core swimming and water safety lessons.

[You are required to publish information on the percentage of pupils in year 6 who met each of the 3 national curriculum requirements. Further details are in the online reporting section of this guidance.](#)

[Further information on training and resources, including advice on the use of the PE and sport premium, is available from Swim England.](#)

What your funding should not be used for

You should not use your funding to:

employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements – these should come out of your core staffing budgets

teach the minimum requirements of the national curriculum – apart from top-up swimming lessons after pupils' completion of core lessons (or, in the case of academies and free schools, to teach your existing PE curriculum)

fund capital expenditure – DfE does not set the capitalisation policy for each school – school business managers, school accountants and their auditors are best placed to advise on a school's agreed capitalisation policy

Accountability

School compliance

[You are accountable for how you use of the PE and sport premium funding allocated to you. You are expected to spend the grant for the purpose it was provided – to make additional and sustainable improvements to the PE, sport and physical activity offered. Schools and local authorities must follow the terms and conditions in the conditions of grant documents.](#)

Online reporting

You must publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July 2021 at the latest. If you have any carried forward funding from academic year 2019 to 2020 you should include how this funding has been spent.

Online reporting must include:

the amount of PE and sport premium received

a full breakdown of how it has been spent

the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment

how the improvements will be sustainable in the future

You are also required to publish the percentage of pupils within your year 6 cohort in the 2020 to 2021 academic year who met the national curriculum requirement to:

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively, for example, front crawl, backstroke and breaststroke

perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

To help you plan, monitor and report on the impact of your spending, partners in the physical education and school sport sector have developed a template. The template can be accessed through the [Association for PE](#) and [Youth Sport Trust](#) websites. It is recommended that the template is used to record your activity throughout the year, as well as for publication at the end of the school year.

Review of online reports

Schools' online reporting is monitored through an annual sample of schools. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on PE and sport premium funding and swimming attainment. The results are then shared with DfE and help to ensure that Active Partnerships can offer schools in their local area the most relevant support.