



## Pupil premium strategy statement

September 2020 – July 2023

### School overview

|   |                            |
|---|----------------------------|
| Pupils in school                            | 380                        |
| Proportion of disadvantaged pupils          | 50.26% (191 children)      |
| Pupil premium allocation this academic year | £256, 895                  |
| Academic year or years covered by statement | September 2020 – July 2023 |
| Publish date                                | September 2020             |
| Review date                                 | July 2021                  |
| Statement authorised by                     | Debbie Holland             |
| Pupil premium lead                          | Heather Rowlands           |
| Governor lead                               |                            |

**Disadvantaged pupil progress scores for last academic year (data from March 2020 due to COVID 19)**

| Measure                                | Reading | Writing | Mathematics |
|--|---------|---------|-------------|
| DAP progress score                     |         |         |             |
| % DAP meeting expected standard at KS2 | 60%     | 62.9%   | 60%         |
| % DAP achieving high standard at KS2   | 8.6%    | 0%      | 8.6%        |

**Strategy aims for disadvantaged pupils**

| Aim                     | Target  | Target date |
|-------------------------|---|-------------|
| Progress in Reading     | Achieve national average progress scores in KS2 Reading                     | July 2023   |
| Progress in Writing     | Achieve national average progress scores in KS2 Writing                     | July 2023   |
| Progress in Mathematics | Achieve national average progress scores in KS2 Writing                     | July 2023   |
| Phonics                 | Achieve above national average expected standard in Phonics Screening Check | July 2023   |
| Other                   | Improve attendance of disadvantaged pupils to LA average                    | July 2023   |

### Teaching priorities for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | <p>Excellent teaching in all year groups achieved through:</p> <ul style="list-style-type: none"> <li>• Bespoke CPD for all staff</li> <li>• Professional growth linked to assessment for learning</li> <li>• Reorganisation of leadership priority to support teaching and learning</li> <li>• Develop coaching ethos in school to enable teachers to identify areas of development, seek support and improve practice</li> </ul> |
| Priority 2                                    | <p>Use of oracy to improve language and vocabulary for all to raise attainment in all subjects so that it is in line with national figures through:</p> <ul style="list-style-type: none"> <li>• Access to Voice 21 resources to support CPD</li> <li>• Oracy lead support staff in developing use of language and vocabulary in all subject areas</li> </ul>  |
| Barriers to learning these priorities address | Poor language and vocabulary development   |
| Projected spending                            | 100,000  |

### Targeted academic support for current academic year

| Measure    | Activity  |
|------------|---|
| Priority 1 | To raise attainment in Key Stage 2 in all subjects for all pupils eligible for Pupil Premium Grant so that it is in line with national figures. |

|   | <ul style="list-style-type: none"> <li>Teaching staff aware who in their teaching groups are disadvantaged, provide timely support using AfL and summative assessments to ensure support is provided in an appropriate and timely manner</li> <li>Use of pupil progress meetings to track progress of disadvantaged children</li> </ul> <p>(National figures for KS2:</p> <table border="1"> <thead> <tr> <th>2018/19 Nat data</th> <th colspan="3">ARE+</th> <th colspan="3">GD</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td><b>KS2</b></td> <td>73</td> <td>78</td> <td>79</td> <td>27</td> <td>20</td> <td>27</td> </tr> </tbody> </table> | 2018/19 Nat data | ARE+  |         |         | GD    |  |  |  | Reading | Writing | Maths | Reading | Writing | Maths | <b>KS2</b> | 73 | 78 | 79 | 27 | 20 | 27 |
|---|--|------------------|-------|---------|---------|-------|--|--|--|---------|---------|-------|---------|---------|-------|------------|----|----|----|----|----|----|
| 2018/19 Nat data                              | ARE+   |                  |       | GD      |         |       |  |  |  |         |         |       |         |         |       |            |    |    |    |    |    |    |
|   | Reading  | Writing          | Maths | Reading | Writing | Maths |  |  |  |         |         |       |         |         |       |            |    |    |    |    |    |    |
| <b>KS2</b>                                    | 73   | 78               | 79    | 27      | 20      | 27    |  |  |  |         |         |       |         |         |       |            |    |    |    |    |    |    |
| Priority 2                                    | <p>To reduce number of disadvantaged children assessed to be working at SEND Universal Provision</p> <ul style="list-style-type: none"> <li>CPD for all staff around scaffolding support for children working at UP</li> <li>SEND support weeks to provide additional support to staff</li> <li>Regular assessment using toolkits to monitor children's progress and assess next steps.</li> </ul>   |                  |       |         |         |       |  |  |  |         |         |       |         |         |       |            |    |    |    |    |    |    |
| Barriers to learning these priorities address | <p>Availability of parental support for learning and access to appropriate resources</p> <p>Poor language and vocabulary development</p>   |                  |       |         |         |       |  |  |  |         |         |       |         |         |       |            |    |    |    |    |    |    |
| Projected spending                            | £90,000  |                  |       |         |         |       |  |  |  |         |         |       |         |         |       |            |    |    |    |    |    |    |

#### Wider strategies for current academic year

| Measure    | Activity  |
|------------|---|
| Priority 1 | <p>Pastoral manager to support families with attendance and acute need</p> <ul style="list-style-type: none"> <li>Attendance tracked and monitored closely for all children - (attendance to be in line with national figure of 94% for DAP)</li> </ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Support offered when attendance decreases are noted (support provided where attendance falls below 90%).</li> <li>• Attendance increases are celebrated</li> <li>• Continued decreases result in fast track to prosecution processes being put in place</li> </ul>   |
| Priority 2                                    | <p>Increased opportunities to engage with wider learning experiences – visits, visitors – to raise aspirations and provide life experiences</p> <ul style="list-style-type: none"> <li>• Varied programme of visits and visitors into school to support learning experiences: programme to include a range of activities to cover the full curriculum and additional experiences</li> </ul> |
| Barriers to learning these priorities address | <p>Improving attendance and readiness to learn for the most disadvantaged pupils</p> <p>Lack of good start to the day, lack of healthy breakfast for some pupils impacting on the ability to focus and concentrate</p> <p>Lack of opportunity for life experiences, visits/trips</p>  |
| Projected spending                            | £66,895   |

## Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Ensuring enough time is given over to allow for staff professional development                 | Use of INSET days and additional cover provided  |
| Targeted support | Ensuring enough time for SENDCo to support teachers and teaching staff to support small groups | Phase and year group support weeks timetabled into the termly overview to ensure all are supported |
| Wider strategies | Engaging the families facing most challenges   | Working closely with the LA to provide timely support  |

## Review: last year's aims and outcomes

| Aim  | Outcome   |
|--|---|
| In EYFS 80% of children eligible for pupil premium to achieve GLD                        | <p>30.4% of disadvantaged children were assessed to be on track for reaching GLD in March 2020 (Nat ave 79%)</p> <p>62.5% of DAP pupils were on track to reach ARE in reading in March 2020</p>   |
| To raise attainment in KS1 in all subjects for pupils eligible for pupil premium         | <p>In Yr1 70% of children eligible for the pupil premium were on track to meet expected standard in phonics check (National Average: 82%)</p> <p>In KS1, for Reading, Writing and Maths, for pupil premium children were in line with or exceeded the average for disadvantaged children nationally.</p> <p>DAP Data from March 2020:<br/>           Reading: ARE 62.5% GD 12.5% [Nat 2018/19 DAP ARE 62% GD 14%]<br/>           Writing: ARE 62.5% GD 6.3% [Nat 2018/19 DAP ARE 55% GD 7%]<br/>           Maths: ARE 62.5% GD 12.5% [Nat 2018/19 DAP ARE 62% GD 12%]</p> |
| To raise attainment in key stage 2 in all subjects for pupils eligible for pupil premium | <p>Pupil premium children were on track to achieving in line with national age-related expectations in all subjects.</p> <p>DAP Data from March 2020:<br/>           Reading: ARE 60% GD 8.6% [Nat 2018/19 DAP ARE 62% GD 17%]<br/>           Writing: ARE 62.9% GD 0% [Nat 2018/19 DAP ARE 68% GD 11%]<br/>           Maths: ARE 60% GD 8.6% [Nat 2018/19 DAP ARE 67% GD 16%]</p>  |
| All children to have access to never less than good quality first teaching               | In March 2020, OFSTED judged quality of education to be good  |

Whole school attendance target of 96% is achieved for all groups. Persistent absence figures are no greater than the national figure of 9%.

19 disadvantaged children were persistently absent up to March 2020. This is 9.9% of the DAP cohort.

To further improve behaviour across school

Improved confidence and self esteem

Greater sense of belonging to school team, reward afternoons, hot chocolate Friday

Reduction in number of fixed term exclusions – up to March 2020 0.6% of disadvantaged pupils had one or more fixed term exclusions. [the figure for Sept-Mar 2019 5%]