

Pupil premium strategy (Primary) 2020-21 and Impact Statement 2019-20

School overview

Metric	Data
School name	Dinnington First School
Pupils in school	181
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£44,00
Academic year or years covered by statement	2020-21
Publish date	01 October 2020
Review date	September 2021
Statement authorised by	Caroline Ash
Pupil premium lead	Richard Donnelly
Governor lead	Caroline Cogdon

Disadvantaged pupil performance overview for 2019/20

Measure	2018/19	2019/20
Meeting expected standard at KS1 Reading	75%	78%
Greater Depth KS1 Reading	25%	33%
Meeting expected standard at KS1 Writing	75%	78%
Greater Depth KS1 Writing	13%	22%
Meeting expected standard at KS1 Maths	63%	67%
Greater Depth KS1 Maths	0%	33%
Meeting expected standard Year 1 Phonics Screening	60%	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting Expected Standard KS1	89%
Achieving Greater Depth KS1	33%
Meeting Expected Progress in Y4	89%
Meeting Year 1 Phonics Screening Standard	90%
Measure	Activity
Priority 1	<p>Pupils eligible for Pupil Premium make more than expected progress from their starting points to close the gap with 'other' pupils by the end of Reception.</p> <p>Ensuring quality first teaching through professional development, training and support for early career teachers.</p> <p>Effective interventions from TAs within the classroom 1:1 or in small groups.</p> <p>Bespoke interventions (i.e. NELI) in EYFS for speech and language</p>
Priority 2	<p>Pupils eligible for Pupil Premium make more than expected progress from their starting points in English and Maths in order to close the gap in attainment with 'other' children and to ensure catch-up due to school closure during lockdown.</p> <p>Focus on Quality First Teaching of basic skills and small group or 1:1 interventions from TAs within the classroom.</p> <p>PP children are given extra support during lockdown.</p>
Barriers to Learning	<p>PP children entering nursery have poorer oral language skills which impedes them achieving the GLD by the end of Reception and then further impacts these children as they move through school. This results in lower numbers of PP children passing the Phonics Screening in Year 1 and achieving greater depth at the end of KS1 and KS2.</p>
Projected spending	£44,200

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average in KS1 and ARE in Lower KS2	Sept 21
Progress in Writing	Achieve national average in KS1 and ARE in Lower KS2	Sept 21
Progress in Mathematics	Achieve national average in KS1 and ARE in Lower KS2	Sept 21
Phonics Screening	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average and reduce the number of persistent absentees among PP pupils	Sept 21

Measure	Activity
Priority 1	<p>Quality First Teaching alongside targeted intervention for PP children who are falling behind age-related expectations with a focus on prime areas.</p> <p>Interventions to be delivered by teachers and teaching assistants within the classroom to small groups and 1:1</p> <p>Training for New Teachers and TAs in RWInc , Early Reading Strategies, NELI.</p>
Priority 2	<p>Quality First Teaching focussed on identifying gaps (caused through Covid 19 lockdown) and addressing these in order that PP children catch-up.</p> <p>Remote learning provision supports PP children to continue making progress in English and Maths basic skills. Extra support given to PP children via remote learning.</p> <p>Targeted intervention and over-learning of phonics ensures Year 1 PP children pass the phonics screening and all other PP children continue to make good progress and are reading at ARE.</p>
Barriers to learning these priorities address	<p>Gaps in learning will be quickly identified through baseline assessments and highlighting priority areas in the curriculum to be covered.</p> <p>Targeted use of TAs will support teachers in delivering Quality First Teaching and small group interventions within the classroom.</p>

	Targeted use of TAs as the pastoral team to support PP children and families in full return to school.
Projected spending	£32,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Implementation of a 'Recovery Curriculum' for all pupils in response to lost learning due to Covid 19 pandemic.</p> <p>A bespoke curriculum focussing on key learning will run alongside high quality remote learning where necessary.</p>
Priority 2	<p>Develop role of attendance officer to support PP children and families where low attendance is putting learning outcomes at risk.</p>
Priority 3	<p>Support the mental and physical health and well-being of pupils, families and staff particularly in relation to the issues arising from the Covid 19 pandemic.</p> <p>Pastoral support for children and families.</p> <p>Regular phone calls to all families with further support to those of vulnerable children.</p> <p>SENDCo given time out of class to support PP/SEND children and SEMH needs. Pastoral TA to conduct regular check-ins with vulnerable children.</p>
Barriers to Learning	<p>Health and Well-being of all pupils can affect their ability to learn. The Covid 19 pandemic has increased the probability of children, families and staff experiencing physical and emotional trauma that may affect their well-being and learning outcomes.</p> <p>Supporting staff, children and families in their emotional and physical well-being will be an integral part of our priorities in the return to school.</p>
Projected spending	£12,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>To ensure remote learning is effective staff receive CPD to ensure they are confident in setting and monitoring work set remotely through SeeSaw platform.</p> <p>To ensure recovery curriculum is embedded staff are supported in assessing gaps and planning / teaching address key knowledge.</p> <p>CPD continues to address how Quality First Teaching can support long term learning of key knowledge.</p> <p>LA support in place to support subject leaders in leading and supporting staff in QFT.</p>	<p>Use of INSET days and additional cover being provided to release senior leaders to monitor implementation of the curriculum and for subject leaders to receive CPD from LA and feedback to staff.</p> <p>Metacognition CPD impacts on approaches in the classroom to ensure children catch up quickly and make additional progress where needed.</p> <p>Further CPD in teaching of early reading to support ALL children to read at ARE or above</p>
Targeted support	<p>Implementation of early reading interventions to ensure all children learn to read at ARE and are ready for the next stage in their learning.</p>	<p>Increase learning supporting from teaching assistants to deliver / support the class whilst the teacher delivers targeted support.</p> <p>Reading interventions 1:1 and small group work. Overlearning throughout the day ie regular recall of phonics</p>
Wider strategies	<p>To support the physical and mental well-being of all children with further pastoral care – identifying needs and targeted interventions.</p> <p>Focus on effective delivery of sports and active interventions to promote physical well-being and also increase educational engagement and attainment</p>	<p>Learning support assistant conducts regular small group work and 1:1 inc 3 houses assessments and follow up work.</p> <p>SLT monitor implementation of regular sports interventions, Healthy Schools and delivery of high quality PE. Action areas where this can be improved to aid better physical and mental health impacting positively on attainment.</p>

Review: last year's aims and outcomes

Aim	Outcome
A. PP children Speech & Language development at or above what is required for GLD	No standardised data due to Covid 19. Catch up work put in place in June/July 2020 following Covid. This remains a priority for 2021-22
B. All groups of children are able to decode confidently and read at ARE. Teaching of phonics is systematic and new scheme is embedded and taught with fidelity to the scheme.	The remote offer was put into place. 70% of PP children attended school during lockdown and received small group work. Those at home received regular contact and support. Targeted catch up supported PP children in closing gaps – particularly in basic skills and early reading. No phonics screening due to school closures. Teacher assessment – phonics screening 87% children on track to pass phonics screening 75% of PP children on track (3/4 children) No KS1 SATs due to Covid 19 Pandemic Teacher assessment 2019-20
C. PP children who are persistent absentees or have high rates of absenteeism, late attenders attend regularly and on time. They make good or accelerated progress from their starting points.	PP attendance was above average at 94.5% 2019-20 and is currently 97.5% The attendance worker has worked closely with families and of all children whose attendance is below 90% and in all cases attendance has begun to improve. Home visits / meetings with families / free breakfast club. TA in school meets and greets PP children monitored for attendance / lates – small group work & 1:1 support in school.
D. All pupils inc PP / SEND make good progress from their starting points. A focus on targeted interventions for reading will impact positively on all other areas of the curriculum.	New curriculum in place throughout school that ensures full National Curriculum coverage and builds on prior learning. The curriculum is now also linked to the contextual needs of the children and a stronger focus on reading throughout the curriculum – however this remains a focus for next year. There is not any statutory data for this year however internal evidence shows good progress with some gaps evident following covid – the curriculum will be tailored next year to address these gaps. The gap between PP children and their peers continues to need to be addressed. KS1 Reading All 83% PP 78% Writing All 85% PP 78%

	<p>Maths All 85% PP 67%</p> <p>Y4 Reading All 81% PP 74%</p> <p>Writing All 87% PP 74%</p> <p>Maths All 94% PP 88%</p>
E. Children are supported so that they have positive mental well-being and are ready to learn.	Increase in enrichment activities before/ after school and at lunchtime. Wide range of enrichment activities offered and PP encouraged to attend – attendance increased from 6% to 66% of PP children attending enrichment activities (music tuition, football, dance , art, choir, cricket etc) throughout school prior to lockdown.
F. Fruit for every child daily Subsidised breakfast club	All PP children receive milk and fruit daily. Linked to overall school focus on healthy lifestyle. PP children increased attendance to breakfast club.
G. Whole school celebration assemblies with families in attendance	Prior to Covid the introduction of Friday celebration assemblies had been well received by parents and pupils. More informal opportunities to encourage all parents including PP families to attend and support pupils learning. Sharing of school values, positive behaviour policy, safeguarding messages shared during assemblies.

Measure	Activity
Priority A	Targeted speech and language interventions
Priority B	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively
Priority C	SLT working with families to improve attendance
Priority D	New SENDCo to develop systems to fully support PP/SEND children to make good progress from starting points
Priority E	All staff receive paid for Thrive training so that they know how to support children to ensure their positive mental well-being.
Priority F	Fruit for every child daily Subsidised breakfast club
Priority G	Whole school celebration assemblies with families in attendance
Projected spending	£44,200

