

Dallington Church of England Primary School Pupil Premium 2019-2020



Economic deprivation will impact upon learning and subsequent attainment

Pupil Premium funding is given based upon the number of pupils from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. Also pupils who are/have been *looked after* by the local authority.

We take account of data from the *Education Endowment Trust* on strategies to boost children's learning and reduce the inequalities between children eligible for free school meals and their peers. Interventions are evidence based for positive impact.

We use our pupil premium allocation:

To improve classroom pedagogy and provide targeted support and support whole school strategies

To ensure equality of opportunity and access for all

To raise attainment and secure at least good progress for all children

To close the gap between disadvantaged children and their more economically affluent peers

Pupil Premium lead: Head of School. To discuss pupil premium please phone 01435 830335 to make an appointment with Mr Cox

See Department of Education website www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings.

Impact of Pupil Premium spend 2018-2019

End of <u>Key Stage Two</u> Attainment % at Expected Standard Dallington (data for 3/15 pupils 20% of Year 6 cohort)															
Reading				Writing				Mathematics				RWM combined			
PPG 2019		Non PPG		PPG 2019		Non PPG		PPG 2019		Non PPG		PPG 2019		Non PPG	
National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School
62.0	66.7	78.0	91.7	67.8	66.7	83.2	75.0	67.4	66.7	83.6	75.0	51.4	33.3	70.8	75.5

End of <u>Key Stage One</u> Attainment % at Expected Standard Dallington NO PP pupils															
Reading				Writing				Mathematics							
PPG 2019		Non PPG		PPG 2019		Non PPG		PPG 2019		Non PPG		PPG 2019		Non PPG	
National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School
62.0	n/a	78.3	94.4	54.9	n/a	73.0	88.9	62.4	n/a	79.1	88.9				

End of Year 1 &2 Phonics Attainment % at Expected Standard Dallington NO PP pupils									
Year 1 Phonics	Disadvantaged		Non Disadvantaged		Year 2 Phonics	Disadvantaged		Non Disadvantaged	
	National	School	National	School		National	School	National	School
	70.9	n/a	84.3	82.4		85.0	n/a	93.1	100

Attendance September 2018- July 2019		
Pupil Premium	Non Pupil Premium	All pupils
95.39%	94.5%	94.5%

Summary information for 2019-2020			
Pupil Roll	104	Academic year	2019-2020
% of school roll eligible for PP	4.8%	Total PP budget this financial year	£8 250
% of PP with additional needs (SEND)	60%	Date of most recent PP Review	July 2019
Funding Previous Year 2018-2019	£13 849	Date for next internal review	July 2020

Barriers to future attainment		Expected Outcomes 2019-2020
A	<p>Fluency in reading</p> <p>Knowledge and application of phonics</p>	<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading.</p> <p>Pupils use writing models to develop content and grammatical structure of own writing.</p> <p>At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.</p> <p>Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p> <p>The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>
B	<p>Fluency in number</p>	<p>Number fluency as a result of continuous learning and practice.</p> <p>Pupils feel confident and able to take part in math lessons and activities.</p> <p>Pupils work accurately, without hesitation.</p> <p>Pupils make connections and consolidate their mathematical learning and skills across the curriculum.</p>

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		Pupils talk about their work
C	Social and emotional difficulties	Reduction in psychological barriers to learning
D	Limited access to learning opportunities due to financial barriers	Learning opportunities accessed despite financial barriers All pupils have access to school visits to enrich their curriculum and remove potential cost barrier
E	Attendance of children eligible for pupil premium is below national average	Attendance of children eligible for pupil premium compares positively with peers

Planned expenditure for 2019-2020			
Barriers to attainment identified – intent	Cost	Provision and implementation	Outcomes and impact
<p>A</p> <p>Children not using discreet phonic knowledge when reading independently</p> <p>Knowledge and understanding of phonics not secured in long term memory</p> <p>Language comprehension necessary to read</p> <p>Transfer of reading skills into independent writing</p>	£2 400	<p>Precision teaching for reading and spelling -<i>evidence based to secure learning in long term memory</i></p> <p>Y6 Writing Booster</p> <p>Y6 Reading Booster</p> <p>Y5 Booster:</p> <p>Reading for Greater Depth</p> <p>Writing for Greater Depth</p>	<p>KS1 pupils will use phonics effectively when decoding words.</p> <p>All pupils have secure understanding of phonic strategies by the end of KS1</p> <p>Reading KS2 100% @ Expected ACHIEVED KS2 50% @ Greater Depth ACHIEVED</p> <p>Writing KS2 100% @ Expected ACHIEVED KS2 50% @ Greater Depth ACHIEVED</p>

B	Understanding and fluency of number	£2 400	Y6 Maths Booster	Maths KS2 100% @ Expected ACHIEVED KS2 50% @ Greater Depth ACHIEVED
C	Social & Emotional Difficulties	No Cost	Children’s Champion – named person for every child	<ul style="list-style-type: none"> ✓ Pupils report positive change ✓ Improved pupil engagement ✓ Increase in pupil resilience ✓ Improved pupil attendance ✓ Parents report positive change
		£600	Play Therapy <i>Meeting and responding to mental health; effective and suitable intervention in dealing with children’s brain development</i>	
		£250	Anxiety Busting interventions <i>Teaching children strategies to gradually confront feared situations to improve sense of confidence and allow a child to go into situations that are important</i> - KS1 Boris Can Beat It!	
D	Reduced access to learning opportunities due to financial barriers	No Cost	Football after school club <i>learning outside the classroom adds value to each individuals academic and personal development</i>	<ul style="list-style-type: none"> ✓ Improved engagement ✓ Improved mental health ✓ Positive risk taking ✓ Pupils have shared experiences and connect with each other ✓ Pupils feel a connected part of a group ✓ Problem solving and reasoning skills developed outside the classroom
		£1000	Forest School	

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		£200	School trips	<ul style="list-style-type: none"> ✓ New strengths in individuals identified ✓ Growth in self-awareness, self-confidence and self-respect ✓ Physical fitness ✓ Improved skills valued in different areas of learning ✓ Improved interpersonal skills – peer co-operation, collaboration, play skills ✓ Learning about spiritual meaning ✓ Feeling empathy
		£750	Residential	
		£250	Music lessons	
E	Attendance of children eligible for pupil premium is below national average	£400	Keeping in Touch(KIT) meetings with parents Study Bugs - tracks what bugs are going around and passes on expert advice to keep children healthy and in school; in partnership with the NHS and other public health organisations;	<ul style="list-style-type: none"> ✓ Attendance is in line with or above the national average
Total Budgeted Cost 2019-2020			£ 8 250	

Barriers to future attainment	Impact of pupil premium strategy on pupil outcomes 2020
<p style="text-align: center;">A</p> <ul style="list-style-type: none"> - Gap in learning the meanings of words through everyday experiences - Gap with oral and written language impacting on comprehension, language use, composition - Reduced/limited access to rich content reading material 	<p>Daily sessions led by the teacher identified individual pupils to receive precision teaching intervention 3 x weekly for blocks of 6 weeks to close attainment gap. Review after 6 weeks for next steps.</p> <p>OUTCOME:</p> <ul style="list-style-type: none"> - Precision teaching reduced or closed attainment gap in all targeted pupils - 100% PPG pupils were on target to achieve expected standard in reading and writing - 25% of PPG pupils working at greater depth in reading and writing <p>Reading</p> <p>School focus on purpose and pleasure of reading and celebration of improved reading skills to raise standards. School policy on daily reading sessions in every class, focusing on reading for meaning and using models of text to support writing content and composition skills.</p>

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<ul style="list-style-type: none"> - Limited strategies for spelling - Fewer models of reading for pleasure and information - Reduced access to technology - Reduced access to reading materials 	<p>SLT and subject lead monitored schedule for phonics, grammar and reading, including work book scrutiny, lesson observation with focus on pupil use of skills in writing (transference)</p> <p>Pupil voice activities.</p> <p>Library maintained by pupil librarians who worked with pupils across to change books and share stories.</p> <p>Expectation for all year groups to access library resources on a regular basis.</p> <p>Class reading materials audited to ensure they reflected pupil interest, need and variety.</p> <p>Book reviews timetabled in all classes to form opinion and recommend titles.</p> <p>OUTCOME</p> <ul style="list-style-type: none"> - Pupil voice confirmed content and quality of provision for reading - Book reviews evidence of broad experience of reading and skills of recall and evaluation of text - Precision 1:1 teaching 3 x weekly escalated progress for 100% target pupils in decoding/sight vocabulary <p>Writing and spelling</p> <p>Pupil vocabulary extended through provision of working walls consistently used in every classroom, alongside individual vocabulary books focusing on use and meaning.</p> <p>Audit of staff skills in teaching phonics and personalised staff training.</p> <p>Writing Booster by teacher to enhance pupils' key writing skills.</p> <p>Monitoring exercises including SLT listening to readers and class drop In evidenced an age appropriate understanding and application as a result of daily phonics and grammar sessions in KS1 and KS2.</p> <p>OUTCOME</p> <ul style="list-style-type: none"> - Strong foundation for EYFS pupils in knowledge and application of phonics - All pupils made expected/accelerated progress in phonics, spelling, reading, comprehension and composition skills - Book scrutiny showed impact of The scheme – <i>No Nonsense Spelling</i> used to improve standards in spelling - Book scrutiny showed impact SPAG.com for KS2 in preparation for Year 6 end of key stage assessment - Pupil voice activities by SLT evidenced pupil's improved confidence and motivation with their writing. (100% pupil attendance at Booster sessions over 12 weeks) - Regular tracking of outcomes from standardised tests show term on term improvements for 100% of cohort.
<p style="text-align: center;">B</p> <ul style="list-style-type: none"> - Gap in development of mathematical language/ key mathematical vocabulary - Gap in deeper understanding and application of mathematical skills - Gap in number fluency and confidence – negative perception of self as mathematician 	<p>Daily mathematical language with reference to maths displays.</p> <p>Learning for conceptual understanding made as concrete as possible.</p> <p>Observations as part of teacher assessment to monitor how pupils are generalizing what they have learnt.</p> <p>Children with difficulty acquiring or maintaining number skills will access Precision Teaching, where Teaching has an inbuilt monitoring function, evaluating what is being taught.</p> <p>Mastery approach to teaching mathematics: deep understanding; problem solving; success for all.</p> <p>OUTCOME</p> <ul style="list-style-type: none"> - Target pupils made expected or accelerated progress in mathematics - Pupils demonstrate improved attitude to learning and applying mathematics; greater levels of interest, confidence and independence

<p style="text-align: center;">C</p> <ul style="list-style-type: none"> - Social communication difficulties - Emotional difficulties (self-awareness and self-regulation) - Low self esteem - Low expectation of success and opportunities life <p>March 2020: <i>Whilst school is closed as part of necessary measures, children may no longer have that sense of structure and stimulation that is provided by that environment; they have less opportunity to be with their friends and get that social support that is essential for good mental well-being. The anxiety is not only because of food shortages and poverty, but also because their parents are in high-risk professions.</i></p> <p><i>Children are likely to be experiencing worry, anxiety and fear, including the types of fears experienced by adults, such as a fear of dying, a fear of their relatives dying, or a fear of what it means to receive medical treatment.</i></p>	<p>1:1 and small group provision for target pupils led by trained staff (outside agencies have trained staff, including CLASS SaLT, OT and EP Service)</p> <p>Pupil voice evidence that pupils feel safe to express their feelings safely.</p> <p>OUTCOME</p> <ul style="list-style-type: none"> - Play therapy – from pupil voice activities, evidence of engagement and enjoyment and from teacher, evidence of developing emotional literacy in target pupils Feedback from families is provision making a difference Play therapy sessions continued remotely during pandemic and feedback is very positive from target children and families - Boris Can Beat It - evidence of improved self-awareness and developing emotional literacy in target pupils - Young at Heart – to build school community partnership with older generation, improved pupil empathy, appreciation and understanding BBC <i>inside out</i> programme reported on this community enhancement. Poignant during VE anniversary and celebrations, when children heard first hand experiences. <p>Terms 4, 5 and 6 2020: School closure to most pupils in response to COVID-19 pandemic School staff encouraged to stay in contact with students whose parents decide to keep them home, in order to check on them and support them</p> <p>Strategy to support families and children during COVID-10 pandemic:</p> <ul style="list-style-type: none"> - Open for children of key workers before schools opened to Reception, Year 1 and Year 6 - Contact with non-returning pupils - school staff encouraged to stay in contact with children whose parents decide to keep them home, in order to check on them and support them - <i>Teams</i> meeting every Wednesday for pupils not in school - Remote <i>Play Therapy</i> for target children - P.E day for children not in school on other days, every Wednesday led by PE specialist - Free School Meal Voucher Scheme and Food Vouchers in terms 4, 5 and 6 and during summer break
<p style="text-align: center;">D</p> <ul style="list-style-type: none"> - Reduced/limited access to learning opportunities due to financial barriers 	<p>All pupils had opportunity to access to school visits to enrich their learning experiences</p> <p>OUTCOME</p> <p>Forest school - children observed to develop their confidence with marked difference in behaviours in children who do not always do well in the classroom environment Children’s stamina for problem solving skills increased significantly, team work, creativity and imagination in abundance in this alternative way to learn and develop skills Pupils observed to ask lots more questions about the learning experiences than they would in class based activities</p>

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	<p>Music lessons in school day – 100% attendance</p> <p>Year 4 and Year 6 residential cancelled</p> <p>KS2 Rain Forest Trip - ecological centre – plant collections and wildlife</p> <p>Follow work – stunning art work and context to writing</p>																							
E	<p>National average 2018-2019 was 96%</p> <table border="1"> <tr> <td rowspan="3">Term 1</td> <td>Whole school attendance</td> <td>95.8%</td> </tr> <tr> <td>PPG attendance</td> <td>96.4%</td> </tr> <tr> <td>Non PPG attendance</td> <td>95.8%</td> </tr> <tr> <td rowspan="3">Term 2</td> <td>Whole school attendance</td> <td>94.0%</td> </tr> <tr> <td>PPG attendance</td> <td>96.7%</td> </tr> <tr> <td>Non PPG</td> <td>93.9%</td> </tr> <tr> <td rowspan="3">Term 3</td> <td>Whole school attendance</td> <td>95.0%</td> </tr> <tr> <td>PPG attendance</td> <td>96.6%</td> </tr> <tr> <td>Non PPG</td> <td>95.0%</td> </tr> </table>		Term 1	Whole school attendance	95.8%	PPG attendance	96.4%	Non PPG attendance	95.8%	Term 2	Whole school attendance	94.0%	PPG attendance	96.7%	Non PPG	93.9%	Term 3	Whole school attendance	95.0%	PPG attendance	96.6%	Non PPG	95.0%	<p>Terms 4, 5 and 6 2020: Strategy to support families and children during COVID-19 pandemic:</p> <ul style="list-style-type: none"> - Keep contact with non-returning pupils - Personalised support for transition back into school - School open for children of key workers, including children from the other two Federation schools prior to schools opening to Reception, Year 1 and Year 6 - Contact with non-returning pupils weekly in order to check on them and support them - Teams meeting every Wednesday for pupils not in school - P.E day every Wednesday led by PE specialist for children not in school on other days - Free School Meal Voucher Scheme and Food Vouchers in terms 4, 5 and 6 and during summer break - Study Bugs – increased use of this line of communication with parents since pandemic and school closure
Term 1	Whole school attendance	95.8%																						
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Impact of Pupil Premium Grant (PPG) spend 2019-2020 on Attainment															
Dallington Key Stage Two Attainment % at Expected Standard based on teacher assessment															
Reading				Writing				Mathematics				RWM combined			
PPG 2020		Non PPG		PPG 2020		Non PPG		PPG 2020		Non PPG		PPG 2020		Non PPG	
National	School	National	School	National	School	National	School	National	School	National	School	National	School	National	School
	100%		86%		100%		86%		100%		92%		100%		24%
*NO national data currently published because of COVID-19 pandemic															

Summary information for 2020-2021			
Pupil Roll	113	Academic year	2020-2021
% of school roll eligible for PP	4.4%	Total PP budget this financial year	£12 520
% of PP with additional needs (SEND)	12.5%	Date of most recent PP Review	July 2020
Funding Previous Year 2018-2019	£8 250	Date for next internal review	April 2021