

Dallington Church of England Primary School Pupil Premium 2020-2021



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: Paul Cox and to discuss pupil premium please phone 01435 862951 to make an appointment

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

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 2019-2020	£8 250	Date for next internal review	April 2021

Impact of Pupil Premium Grant spend 2019-2020 on attainment % at Expected Standard															
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															

Attendance			
National average attendance 2018-2019 was 96%			
Term 1 2020	Whole school attendance	95.8%	School closure to most pupils in response to COVID-19 pandemic. School staff to stay in regular contact with /support pupils whose parents decide to keep them home. Strategy to support families and children during COVID-10 pandemic: - Open for children of key workers from March – July 2020 - Reception, Year 1 and Year 6 in term 6 - Contact with non-returning pupils – school staff monitoring and support - Teams meeting every Wednesday for pupils not in school - Remote Play Therapy for target children - P.E day for children not in school on other days, every Wednesday led by PE specialist - Free School Meal 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 - Pupil Voice - Parent View
	PPG attendance	96.4%	
	Non PPG attendance	95.8%	
Term 2 2020	Whole school attendance	94.0%	
	PPG attendance	96.7%	
	Non PPG	93.9%	
Term 3 2020	Whole school attendance	95.0%	
	PPG attendance	96.6%	
	Non PPG	95.0%	

Barriers to future attainment		Expected Outcomes 2020-2021
A	<p>Fluency in reading</p> <p>Knowledge and application of phonics</p> <p>Gap in learning the meanings of words through everyday experiences</p> <p>Gap with oral and written language impacting on comprehension, language use, composition</p> <p>Reduced/limited access to rich content reading material</p> <p>Limited strategies for spelling</p> <p>Fewer models of reading for pleasure and information</p> <p>Reduced access to technology</p> <p>Reduced access to reading materials</p>	<p>Pupil vocabulary extended through provision of working walls consistently used in each classroom, alongside individual vocabulary books focusing on use and meaning.</p> <p>Writing Booster by teacher enhance pupils' key writing skills.</p> <p>Daily phonics and grammar sessions in KS1 and KS2 see pupils application and generalisation</p> <ul style="list-style-type: none"> - A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading - Pupils use writing models to develop content and grammatical structure of their own writing - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils - Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read - 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 - Teachers and staff ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary
B	<p>Fluency in number</p>	<p>Daily mathematical language with reference to maths learning wall in every classroom and learning for conceptual understanding made as concrete as possible see pupils fluency, application and generalization of number</p> <p>Progress for pupils accessing precision teaching is accelerated</p> <p>Mastery approach to teaching mathematics: deep understanding; problem solving; success for all.</p> <ul style="list-style-type: none"> - Number fluency as a result of continuous learning and practise

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		<ul style="list-style-type: none"> - Pupils feel confident and able to take part in math lessons and activities - Pupils work accurately, without hesitation. - Pupils make connections and consolidate their mathematical learning and skills across the curriculum - Pupils talk about their work
C	Social and emotional difficulties	<ul style="list-style-type: none"> - Reduction in psychological barriers to learning
D	Limited access to learning opportunities due to financial barriers	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Attendance of children eligible for pupil premium compares positively with peers

Barriers to attainment identified – intention	Provision and implementation	Cost	Intended 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>Precision teaching for reading and spelling -<i>evidence based to secure learning in long term memory where teaching has an inbuilt monitoring function, evaluating what is being taught.</i></p> <p>Y6 Writing Booster to address gaps and accelerate progress</p> <p>Y6 Reading Booster to address gaps and</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</p> <p>KS2 100% @ Expected Standard</p> <p>KS2 50% @ Greater Depth</p>

	<p>Transfer of reading skills into independent writing</p>	<p><i>accelerate progress</i></p> <p>Y5 Booster: Reading for Greater Depth - <i>to address gaps and accelerate progress</i></p> <p>Writing for Greater Depth - <i>to address gaps and accelerate progress</i></p>		<p>Writing KS2 100% @ Expected Standard</p> <p>KS2 50% @ Greater Depth standard</p>
<p>B</p>	<p>Understanding and fluency of number</p> <p>Gap in development of mathematical language/ key mathematical vocabulary</p> <p>Gap in deeper understanding and application of mathematical skills</p> <p>Gap in number fluency and confidence – negative perception of self as mathematician</p>	<p>Precision teaching for x tables and number facts - <i>evidence based to secure learning in long term memory where teaching has an inbuilt monitoring function, evaluating what is being taught.</i></p> <p>Y6 Maths Booster - <i>to address gaps and accelerate progress</i></p>		<p>Maths KS2 100% @ Expected Standard</p> <p>KS2 50% @ Greater Depth Standard</p>
	<p>Social communication difficulties</p> <p>Emotional difficulties (self-awareness and self-regulation)</p> <p>Low self esteem</p> <p>Low expectation of success and opportunities life</p> <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</i></p>	<p>Play Therapy <i>Meeting and responding to mental health; effective and suitable intervention in dealing with children’s brain development</i></p> <hr/> <p>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></p> <p>- KS1 Boris Can Beat It!</p>	<p>£900</p>	
			<p>£300</p>	

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	<p><i>mental well-being. The anxiety is not only because of food shortages and poverty, but also because their parents are in high-risk professions. 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>- Young at Heart – to build school community partnership with older generation, improved pupil empathy, appreciation and understanding</p>		
D	<p>Reduced access to learning opportunities due to financial barriers</p>	<p>Football after school club <i>learning outside the classroom adds value to each individuals academic and personal development</i></p> <p>Forest School - <i>team work, creativity and imagination in this alternative way to learn and develop skills to:</i></p> <ul style="list-style-type: none"> - <i>increase in confidence with marked difference in behaviours in children who do not always do well in the classroom environment</i> - <i>increase in stamina for problem solving</i> - <i>ask more questions about the learning experiences than they would in class based activities</i> <p>School trips</p> <p>Residential</p>	<p>No cost</p> <p>£1000</p> <p>£300</p> <p>£750</p>	<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 ✓ 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,

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		Music lessons	£300	collaboration, play skills ✓ Learning about spiritual meaning ✓ Feeling empathy
E	Attendance of children eligible for pupil premium is below national average	Keeping in Touch(KIT) meetings with parents Study Bugs - <i>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;</i>	£400	Attendance is in line with or above the national average
£				