

Pupil premium strategy statement Dewhurst St Mary 2021-2022

School overview

Metric	Data
School name	Dewhurst St Mary CE Primary School
Pupils in school	207
Proportion of disadvantaged pupils	17.4% 36 pupils
Pupil premium allocation this academic year	£48,420
Academic year or years covered by statement	2021-2022
Publish date	10 December 2021
Review date	10 November 2022
Statement authorised by	Chris Robinson (Chair)
Pupil premium lead	Pauline Orchard (Vice-Chair)
Governor lead	Natalie Ranson (Headteacher)

Statement of intent

At Dewhurst St Mary the Pupil Premium Grant funding is targeted to ensure that all disadvantaged pupils receive the highest quality of education to prepare them for the next step in their educational journey. We use funding for disadvantaged pupils to further embed the foundations of our school code of conduct: be ready, be respectful and be safe, and ensure pupil's use these skills to become happy and contributing citizens of the future, leaving our school as confident individuals who are aware of how important they are and use our school vision, having the courage to challenge themselves, overcoming barriers and difficulties. All staff recognise the varying barriers that disadvantaged children can face that may impact their learning.

Review: last year's (2020/2021) aims and outcomes;

Aim	Outcome
Progress in Writing	Lack of progress as in lockdown -writing was the hardest area to address remotely- No statutory assessments
Phonics	Extra intense increased the progress for those prioritised. No Statutory test- to take later in year instead
Wellbeing	Very supportive for pupils during lockdown Daily calls Foodbanks IT equipment provided

Last set of data compared to National is ;

Disadvantaged pupil progress scores for PPG pupils at our school compared to non-PPG pupils nationally for last academic year 2019

Phonics % achieving expected standard (7 pupils)

Measure	FSM at our school	National Non-PPG
Yr 1 Phonics	57.1	84.7

Key Stage 1 (2 pupils)

	% Meeting expected standard		% Meeting greater depth	
Measure	FSM at our school v's	National Non-PPG	FSM at our school v's	National Non-PPG
Reading	50%	78.6%	50%	28.1%
Writing	50%	73.2%	0%	16.8%
Maths	50%	79.3%	50%	21.9%

Key Stage 2 (9 pupils)

Attainment

	% Meeting expected standard		% Meeting greater depth	
Measure	FSM at our school v's	National Non-PPG	FSM at our school v's	National Non-PPG
Reading	88.9%	78%	50%	28.1%
Writing	66.7%	83%	0%	16.8%
Maths	100%	83.6%	50%	21.9%
GPS	88.9%	82.6%		

Key Stage 2 (9 pupils)

Average Point Scale

	% Meeting expected standard	
Measure	FSM at our school v's	National Non-PPG
Reading	106.4	105.5
Writing	107.9	106.1
GPS	110%	110.5%

Key Stage 2 Progress (9 pupils)

	Progress Score	
Measure	FSM at our school v's	National Non-PPG
Reading	3.70	0.32
Writing	-2.07	0.26
Maths	4.42	0.36

***KS1 data only had 2 pupils so not able to evaluate**

PPG pupils are below

KS2 PPG outperformed non PPG nationally in all areas apart from Writing this will be our priority 2019-2020

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - Phonics	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2- Writing	To increase AfL and feedback marking for these pupils. Support provided in early Lexia sessions daily.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions eg Education Endowment https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium

Our overarching objectives are to:

Remove barriers to learning created by family circumstance and background;

- Develop confidence in pupils ability to communicate effectively within a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing through self-regulating their behaviours;
- Access a wide range of opportunities, both through school and home, to develop their knowledge and understanding of the world;
- Ensure all pupils are able to read fluently and have an understanding of the importance of the lifelong skill of reading.

In order to achieve our objectives we will:

(This is not an exhaustive list and will evolve based on the needs of the pupils)

- Provide all staff with high quality CPD to ensure that pupils access quality first teaching;
- Provide targeted intervention and support to address immediately identified gaps in learning;
- Provide targeted intervention and support to challenge children towards achieving Greater Depth;
- Provide opportunities for families and the wider community to develop their own knowledge in order to support their children;

Provide appropriate nurture and development opportunities to enable pupils to effectively regulate their own behaviour both within and beyond the classroom.

Strategy aims for disadvantaged pupils

Priority	Challenge	Mitigating action
Quality of Teaching for all	Time professional development Time for interventions	Use of INSET days and additional cover being provided by senior leaders

Targeted support	Time for interventions CPD for staff	Use AfL Scaffolding within lessons More support in class Lexia morning club Recruit additional staff After school tutoring
Wider strategies	Engaging the families facing most challenges Support financially Support well being Support Attendance	Working closely with the LA and other local schools on cross-school outreach programme

Priorities for current academic year

Aim	Target	Target date
Progress in Phonics	Achieve national expectation in phonics	May 21
Progress in Writing	Achieve national average expectations in KS2 Writing	May 21
Wellbeing	For PPG to have a good attitude to learning To feel happy and self-valued To enjoy school	July 21
Attendance	Improve attendance of disadvantaged pupils to LA average (98.5%)	July 21

Planned expenditure					
Academic year		2021-22			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to build on the proportion of PPG children making good or better progress in all subjects across KS1/2	School employs a High Level teaching assistant to work in Y5 and an additional highly trained Teaching Assistant to work across both KS1 and KS2 to provide bespoke targeted interventions as and when required. Focused grouping Quality first teaching Intervention groups Staff training	Data analysis shows that increasing the number of children making good or better progress is a whole school target. Focusing on pupils eligible for the PPG will ensure that they are given every opportunity to achieve in-line with their peers. Focused grouping will allow highly targeted, quality first teaching with a strong emphasis on differentiation and the achievement of personal targets. Intervention groups will, and address any areas of misconception rapidly. Immediate feedback and marking allows children to make accelerated progress.	On-going training for all staff Booster groups data monitored half-termly Pupil Progress Meetings Teacher and TA observations Planning monitoring Book scrutiny Part of the SIP – reviewed regularly by SLT	SLT All staff	Termly
Total budgeted cost					35,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To accelerate progress of all PPG pupils	School employs a HLTA to work in Yr5 and an additional Teaching Assistant to work across both KS1 and KS2 to provide bespoke targeted	Data for PPG pupils shows they must make accelerated progress to diminish the differences with all pupils nationally. Some pupils need targeted support to diminish differences and to have individual support matched to their needs.	On-going training for all staff Booster groups data monitored half-termly Pupil Progress Meetings Teacher and TA observations Planning monitoring Book scrutiny	SLT	Termly

	Focused grouping Quality first teaching Intervention groups Staff training	In school data, showed positive progress measures where additional support and interventions were implemented. The data for PPG pupils shows they must continue to make accelerated progress to diminish the differences withall pupils nationally.	Part of the SP – reviewed regularly by SLT		
To increase % of pupils reaching required standard for Y1 Phonics ScreeningCheck	Teaching Assistants have been up skilled to offer further support in this area.	Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching.	Support from HfL Regular assessment and review of progress Regular review of targeted pupils	SLT	Termly
Total budgeted cost				Costed above	
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To give targeted social and emotional support to those eligible for the PPG and their families.	Family Support (BCW) to provide targeted and bespoke support to children andfamilies.	The Family Support Worker has an integral role within the home/school relationship. She is well placed to reach out to the families of vulnerable children to offer targeted support and can create bespoke support packages for the family with a holistic approach.	The Family Support Worker is line managed by BCW their annual report will evidence impact. Weekly feedback from Parent Pupil Support	DSP's BCW	Termly
To provide specialist provision to support pupils with emotional, social and/or behavioural difficultiesallowing them to maximise their efforts on learning in the classroom	Parent and pupil support worker to provide play therapyand Drawing and talking therapeutic provision by continuingstrategies such as Nurture Group, Lego Therapy and Social Skills group.	Children with social, emotional and/or behavioural needs will feel supported and be given time to get in the correct mind-set for learning- either before school or lunchtimes. Teachers have reported children return to class ready to learn.	SENCO to provide impact reports after sessions of Nurture/Lego Therapy	SENCO Parent/ Pupil Support (Mrs Byrne)	

		Seek evidence from other professionals e.g. Educational Psychologist/ CAHMS for noted impact.			
The attendance of PPG children improves. Increased attendance rates for pupils eligible for PPG. Reduce PA level of PPG pupils	Regular meetings with AIO. Sending letters, liaising with the AIO sending penalty notices etc. HT to become involved with families whose attendance falls below 95% and offer the families a clinic explaining the detrimental effect of missing school. Mrs Byrne to meet with family to offer support signpost to support.	When children attend school regularly without constant breaks, they make greater progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored weekly Particular attention will be given to PPG children Any absence will be addressed immediately. Regular meetings with AIO	HT	Weekly
Total budgeted cost					18,0000

Review of expenditure

Previous Academic Year 2020-21		
i. Quality of teaching for all		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils noteligible for PP, if appropriate.
To increase the proportion of PPG pupils securing GDS in Reading Writing and Maths across KS1.	School employs a qualified teacher to work in both KS1 and KS2 to provide bespoke targeted interventions.	Unable to comment as statutory assessments did not take place
To continue to build on the proportion of PPG children making good or better progress in all subjects across KS1/2	School employs a qualified teacher to work in both KS1 and highly trained Teaching Assistants KS2 to provide bespoke targeted interventions	Unable to comment as statutory assessments did not take place
ii. Targeted support		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils noteligible for PP, if appropriate.
To accelerate progress of all PPG pupils	School employs a qualified teacher to work in both KS1 and highly trained Teaching Assistants in KS2 to provide bespoke targeted interventions	Unable to comment as statutory assessments did not take place

To increase % of pupils reaching required standard for Y1 Phonics ScreeningCheck	School employs a qualified teacher to work in KS1. Teaching Assistants have been up skilled to offer further support in this area.	Unable to comment as statutory assessments did not take place
iii. Other approaches		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
To give targeted social and emotional support to those eligible for the PPG and their families. To provide specialist provision to support pupils with emotional, social and/or	Family Support (BCW) To provide Play Therapy: a Nurture Group, Lego Therapy and Social Skills group.	Pupils respond well to support in place and it enables them to be more emotionally ready to learn. Virtual counselling continued throughout lockdown. Regular calls to families took place.
To provide additional extra-curricular opportunities for PPG children.	Subsidised travel expenses and costs for residential trips offered to PPG children to increase uptake in adventurous opportunities.	Although only in place until December 2020, this strategy proved to be successful, providing PPG pupils with a wide range of cross curricular activities increasing their 'cultural capital' and broadening their life experiences.
The attendance of PPG children improves. Increased attendance rates for pupils eligible for PPG. Reduce PA level of PPG pupils	Regular meetings with AIO. Sending letters, liaising with the AIO sending penalty notices etc. HT to become involved with families whose attendance falls below 95% and offer the families a clinic explaining the detrimental effect of missing school.	The current system works well to encourage best attendance for all pupils. Obviously Covid hindered attendance on many levels.

