

Dewhurst St Mary Pupil premium strategy statement 2019-2020

Pupils in school	206
Proportion of disadvantaged pupils	53 pupils 26% of school
Pupil premium allocation this academic year	£71,285
Academic year or years covered by statement	2019-22
Publish date	November 2019
Review date	November 2020
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Governor lead	Chris Robinson

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)

Measure	% Meeting expected standard		% Meeting greater depth	
	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

Measure	% Meeting expected standard		% Meeting greater depth	
	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
Projected spending	£2,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	May 2020

	Reading	
Progress in Writing	Achieve national average progress scores in KS2 Writing	May 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score	May 2020
Phonics	Achieve national average expected standard Phonics test	May 2020
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	May2020

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively
Priority 2	Work across all year groups Lexia used
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions

Targeted academic support for current academic year

Using the provisions as identified in the school's policy the funding for the financial year 2020-21 will be spent as following;

Desired Outcome / Project	Cost	Action/Objective	How will you ensure it is implemented well?
To increase the proportion of PPG pupils securing Age Related Expectations in Reading Writing and Maths across KS1.	£7000	CPD for Teaching Assistants Focused grouping in KS1 Quality first teaching Booster groups Staff training	<ul style="list-style-type: none"> • 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.
To improve attendance for PPG pupils	£500	To provide breakfast club /after school sessions for families who require before school activities.	That percentage attendance will increase for these pupils and lateness will stop. Children are provided with a snack and exercise before school therefore increasing fitness levels.
To provide families with support and advice leading to supporting their child in school.	£18,000	Family Support Worker employed Providing nurture groups for identified children. for Nurture Teaching. Pupil Parent Support signpost parents for support	Families will be able to support their pupils with their learning. Pupils will be more focussed in class and more settled due to routines.
To increase % of pupils reaching required standard for Y1 Phonics Screening Check	£10,000	School employs a qualified additional Teaching assistant to work in KS1 providing small group sessions. Teaching Assistants have been up skilled to offer further support in this area. CPD RWI	Regular assessment and review of progress Regular review of targeted pupils

To increase the proportion of PPG pupils securing Age Related Expectations in Reading Writing and Maths across	£18 000 Teaching Staff	To reduce year 5 class sizes by providing extra teaching staff. To provide targeted level teaching for individual children. To provide small group	Attainment will reach 80 % at ARE in SATs. Increased progress for identified. intensified support.
	£1300	provide additional support using Lexia / I am learning	Progress tracked on Lexia
	£500 for materials	To provide small group additional support for identified areas of weakness in reading comprehension Programme of revision for SATs Small group Maths tuition	Pupils feedback on usefulness formative assessment informs progress
	£2000	Tutoring After school Maths tuition Year 6 and Year 5. Potential to further provide for Year 6 pupils	Pupils feedback on usefulness formative assessment informs progress
	£300	To provide year 6 children with quality revision materials to use at home	
	£400	High interest lower ability reading books. To give more opportunities for lower ability readers to read for pleasure and to support in accelerating progress	
Supporting subscription to BCW	£1220	To provide a link to a parent support worker to provide targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	

Subsidising school run residentials and activities	£6000	Extending school hours and building self-confidence and enjoyment	
Play therapy To train additional nurture support specialist and create a nurture environment	£2000	To provide training and additional support for social and emotional learning To create a before school nurture group To create a wellbeing ambassador system.	
To contribute towards music lessons and performing arts activities	£4000	To ensure equal access to music lessons and other creative activities which develop children as whole learners	
Total	£71,220		

DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED

- A.** To maintain increase the proportion of PPG KS2 pupils reaching EXS+ in Reading, Writing and Maths across KS2. 75% of KS2 pupils reach EXS (including those who are PPG)
- B.** To increase the proportion of PPG pupils securing EXS+ in Reading, Writing and Maths across KS1.12% of KS1 pupils reach GDS (including those who are PPG)
- C.** To increase the proportion of PPG children making good or better progress in Reading, Writing and Maths across KS1/2 75% of PPG children will make good or better progress in Reading, Writing and Maths in Years 1-6
- D.** To increase the proportion of KS1 pupils reaching the required standard for Y1 Phonics Screening Check. 85% of pupils achieve the required standard.
- E.** Provide support for families through the Family Support Worker so that parents engage and work in partnership with the school. The children express their feelings and emotions through counselling, nurture club, Lego therapy sessions and social skills sessions. Further engage parents through the use of Dojo. Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum
- F.** To provide additional extra-curricular opportunities for PPG pupils including music, residentials and sport opportunities. PPG pupils will be offered extra-curricular activities across a broad range of opportunities.

Monitoring and Implementation

Area	Challenge	Mitigating action
Quality of Teaching for all	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for staff to support small groups whilst not missing out in other areas of curriculum	TA/Teacher pre-teach over learn within lesson rather than intervention in another lesson
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (each applies to some but not all eligible children)

- A. Some of our children have had limited experiences out of school which enable them to show resilience.
- B. knowledge of careers and employment opportunities are limited.
- C. Some of our children experience limited conversations and vocabulary, which ultimately impacts on reading and writing attainment.

External barriers (issues which also require action outside school, such as low attendance rates)

- D. Some of our children come from home backgrounds which face additional challenges.

3. Desired outcomes

A. For children to demonstrate increased resilience when facing challenges.

- To more readily take on challenges
- To show increased confidence in the classroom
- Children to take on challenges out of school

B. For children to have aspirations and aim high.

- Children to be educated in a range of different routes available to them
- Children to be introduced to people in a variety of roles
- Children to be encouraged to develop aspirations in a range of ways

C. For children to have an increased vocabulary to support communication.

- To use a range of vocabulary
- To have increased opportunities to acquire new vocabulary
- To have vocabulary regularly modelled to them across the curriculum

D. For children to be in the best place to learn both physically and mentally.

- Children to attend breakfast club
- Healthy eating workshops to be offered
- Art therapy/Lego therapy offered in school if required
- Nurture group (Acorns) offered if required