

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Dunn Street Primary				
Academic Year	2020/21	Total PP budget	£114,100	Date of most recent PP Review	Commencing Sept. 2020
Total number of pupils (Y1-6)	140	Number of pupils eligible for PP	83 (60%)	Date for next internal review of this strategy	Sept. 2021

2. Current attainment		
<i>The Year 6 cohort consisted of 19 pupils. 68% of the class were eligible for pupil premium 13 children) 2019 data</i>		
2019 data	<i>Pupils eligible for PP (13)</i>	<i>Pupils not eligible for PP (6)</i>
Number of children attaining the expected standard in KS2 reading-cohort 47%	46%	50%
Reading progress measure	-2	-2.69
Reading scaled score	99.1	99.3
Number of children attaining the expected standard in writing-cohort 37%	30.8%	50%
Writing progress measure	-5.81	-4.76
Writing scaled score		
Number of children attaining the expected standard in maths-cohort 68%	69.2%	66.7%
Maths progress measure	0.5	-2.77
Maths scaled score	102.2	100.2
3. Barriers to future attainment (for pupils eligible for PP)		

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	The children have developing inference and deduction skills that need further support. (Quality teaching)	
B.	The children need to be taught reasoning alongside fluency to access the reasoning papers more securely. (Quality teaching)	
C.	Children who are disadvantaged or have SEND need intervention to secure any gaps in basic skills in both English and Maths. (Targeted academic support).	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parents have a lack of understanding of how to support their children's reading and numeracy skills. (Wider strategies)	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the number of children at the expected level in reading in KS2.	2021 data increase to 87% (26/30) achieving expected standard in reading (57% - 4) PP
B.	To improve children's inference and deduction skills, by teaching the skills implicitly.	Children are able to read longer texts at speed and answer questions accurately. Comprehension and whole class guided reading activities show children have a wider vocabulary and understanding of more complicated texts
C.	To improve basic maths skills and reasoning by covering this each lesson and also as extra intervention.	2010 data increase to 80% (24/30) achieving expected standard in mathematics (57% - 4) PP
D.	To arrange parental workshops to enable parents to support children's learning in reading, grammar and maths.	Improved attendance at meetings leads to higher levels of parental engagement and support for children.

5. Planned expenditure

Academic year	2020-21
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
<p>87% Y6 children to meet expected outcomes in reading and 80% maths 2021</p>	<ul style="list-style-type: none"> Quality teaching first – staff to attend CPD for teaching the skill of reading and for maths. Increase adult support through target interventions Appropriate intervention identified, carried out and evaluated Additional one to one reading for less able readers 4 times per week Data tracking meetings analyse the performance of all groups of children half termly. 	<ul style="list-style-type: none"> NFER indicated a 15.6% increase in outcomes using one to one tuition/intervention NFER indicated that personalised learning plans enhanced outcomes by 2.0% NFER report highlights data driven schools, which focus on early intervention rather than end of key stage raised attainment more effectively. 	<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention mapping completed</p> <p>Fortnightly Y6 team meetings</p> <p>Half termly data analysis meetings</p>	<p>Literacy lead</p> <p>Phase leader monitoring</p>	<p>Half termly</p> <p>Fortnightly Y6 team meetings.</p> <p>Half termly data analysis meetings</p>

<p>To narrow the gaps in the performance of PP children in reading/writing across the school</p>	<ul style="list-style-type: none"> Data tracking meetings analyse the performance of all groups of children half termly Half termly chronological reading tests/writing assessments to be undertaken, progress monitored and intervention planned School development plan to focus on the use of TAs to further enhance teaching of reading/writing and target gaps through intervention. 	<p>Data taken from Summer 2019 pupil progress meetings.</p>	<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Half termly data analysis meetings</p>	<p>HT Literacy lead</p>	<p>Reading ages monitored termly with expectation of an increase of 4 months per child per term</p> <p>Half termly data review and intervention analysis.</p> <p>Bi-annual performance management meetings</p>								
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation and challenge, high quality marking</p> <p>Reasoning type tasks for deeper thinking and mastery tasks for applying skills in other areas.</p> <p>Continue with Reading Plus</p>	<p>A successful strategy which was used in school last year. To maintain good outcomes at greater depth standard.</p> <table border="1" data-bbox="779 778 1220 890"> <tr> <td colspan="2">2019 greater depth</td> </tr> <tr> <td>Reading</td> <td>38% (34% PP)</td> </tr> <tr> <td>Writing</td> <td>38% (34% PP)</td> </tr> <tr> <td>Maths</td> <td>38% (34% PP)</td> </tr> </table>	2019 greater depth		Reading	38% (34% PP)	Writing	38% (34% PP)	Maths	38% (34% PP)	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>HT Literacy lead KS1/EYFS lead</p>	<p>Year 6 meetings fortnightly</p> <p>Half term data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
2019 greater depth													
Reading	38% (34% PP)												
Writing	38% (34% PP)												
Maths	38% (34% PP)												
<p>To ensure quality first teaching for all by increasing the quality and focus of CPD in reading and in maths.</p>	<p>Staff training:</p> <ul style="list-style-type: none"> Whole class reading. Mastery and challenge. Maths fluency and mastery Moderation Intervention training 	<p>The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year for writing.</p>	<p>Training to be completed on planning for a reading curriculum.</p> <p>Training to be completed for the mechanics of teaching reading skill.</p> <p>CPD evaluations and post training expectations(i.e. work reflected in books, changes to practise in lesson observations etc)</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p>	<p>HT Literacy lead KS1/EYFS lead</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>								

Total budgeted cost £23,00

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 support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading and writing sessions.	Lexia Plus 1 Power of 2 Springboard One to one Read, Write Inc. Additional one to one reading	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	HT Literacy lead KS1/EYFS lead	Half termly
Children in Y5/6 who are not meeting standard to be taught bespoke curriculum by extra teacher	Targeted children to attend a session weekly for bespoke teaching (children who are just below expected and need extra gap intervention of basic skills and reasoning.) Focusing on Y3/4/5 gaps to build strong foundations.	NFER indicates that paired or small group additional teaching had an impact of 18.8%	Following teacher's planning but tailored to the needs/gaps of the children attending. 1:1 feedback to teacher and marking of work to ensure work is correct for children to meet standard.	AHT (Y6 teacher)	Half termly
Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Maths To improve the percentage of children attaining expected standard in reading, writing and maths	Targeted CPD SMT/school to school support to improve quality first teaching Targeted interventions as above	Analysis of Y5 data (2017/18 – current Y5 2018/19) showed gaps in attainment and progress (impact of tumultuous staffing situation) Y5 more stable year – going into year 6 with stronger foundation, however, Y6 teacher to assess Y3/4/5 gaps to be plugged in teaching, with intervention and by maths club/Maths co-ordinator basic skills teaching each week.	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners	HT Literacy lead KS1/EYFS lead	Half termly- and as part of the monitoring cycle Data reviews

To further narrow the gap in attainment of PP children/non PP children in reading, writing, maths	Quality first teaching Targeted interventions as above	Last year's Yr2/6 data showed negligible difference for PP/non PP children using this model. New cohorts will need further monitoring/interventions.	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners	G Maddock A Burden H Marshall L Benson	Half termly- and as part of the monitoring cycle Data reviews
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Total budgeted cost **£46,300**

iii. Other approaches – Wider strategies

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 develop the whole child through broadening their cultural capital	Supporting after school clubs Supporting a Healthy eating agenda: Key Stage Two eating a daily healthy snack School trips and curriculum "Hooks" to broaden experiences and engage Change for life experiences boot camp, allotment, cooking Bushcraft experiences provided for KS2 children. Careers fair in Y6. Author visits. Aspirational assemblies.	Successful last academic year and further developed to incorporate Change for Life experiences/residential trip	Attendance at After school clubs Pupil voice Levels of pupil interest and engagement	Curriculum lead to co-ordinate	Termly
To enable children to develop the skill of reading response by becoming a reading for pleasure school.	Staff training in planning for reading for pleasure and subject knowledge of teaching the skill of reading and expanding the children's knowledge and passion of reading.	Analysis of within books across school shows a gap in provision for the teaching of reading structure skill.	Work scrutiny-evidence in work books. Conversations with children. Lesson study sessions	Literacy lead	Half termly

To enable children to develop their thinking skills with problem solving and reasoning.	Staff training for teaching the skill of mastery: problem solving and reasoning. Challenging the more able.	Analysis within book scrutiny. Talks with the children. Talks with staff.	Analysis within book scrutiny. Talks with the children. Talks with staff. Lesson study sessions	G Maddock	Half termly.
Total budgeted cost				£18,000	