



## Pupil premium strategy statement: Duxford CofE Community Primary

### Overall Approach

Duxford CofE Community primary is an inclusive school where the curriculum takes into consideration and caters for the diverse needs, previous experiences and personal characteristics of all children. We aim to ensure that all children are part of the shared learning experiences of the classroom. We believe that positive relationships in our school are very strong and this enables every child to be seen as an individual, so that their wider needs can be met. We know that providing high-quality teaching that is effective for disadvantaged learners is providing effective teaching for all.

### Ofsted findings 2018

'Over the last few years, the published assessment information for the small number of disadvantaged pupils indicates that they do not achieve as well as other pupils. An examination of the use of the pupil premium funding to overcome barriers to learning showed that it was having a positive impact on helping these pupils to make good progress from their individual starting points.

Teachers, ably led by the SENCo, carefully identify the barriers to learning experienced by individual pupils and plan additional support pastorally, within lessons, or by implementing additional activities to improve the quality of learning for these pupils. The impact of these activities is checked regularly to ensure that they are having the desired impact. One very effective feature is the trusting relationship established with parents and pupils.'

1. Summary information					
<b>School</b>	Duxford CofE Community Primary				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£34,280	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment (End of year 2019)			
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school)</i>	<i>All pupils nationally</i>
% reaching GLD (2)	EYFS 50%	54%	71.8%
% reaching Phonics screening threshold (1)	Phonics 0%	76%	81.9%
% achieving in reading, writing and maths KS1 (2)	KS1 0%	66%	64.9%
% achieving in reading, writing and maths KS2 (8)	KS2 38%	68%	64.8%

% making progress in reading			
% making progress in writing			
% making progress in maths			

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Weak communication & language skills – verbal and written	
B.	Traumatic, difficult life experiences requiring additional support - SEMH (Social, Emotional & Mental Health)	
C.	Behavioural issues	
D.	Weak core skills in reading, writing &/ maths	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
E.	Traumatic, difficult life experiences requiring additional support	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children will be able to express themselves better and increasingly correctly verbally and in writing	Wider vocabulary, children read more often, use grammatically correct structures, improved punctuation, better writing composition & effect, increased progress & attainment in writing.
B.	Children are better able to deal with the complexities of life and have a skill set to be able to focus on learning and talk about their problems which are resolved quicker. Build resilience to life events	Children know who to go to in times of crisis and to prevent escalation/onset of problems, fewer disturbances to learning, increased progress & attainment across subjects. External agencies are engaged to support children and staff.
C.	Children are included in learning more, show motivation to learn, are happy and able to thrive in lessons. Individual needs are met.	Fewer behavioural incidents, increased progress and attainment.
D.	Gaps in knowledge are addressed through quality first teaching, supplemented with appropriate gap filling or interventions.	Increase in progress and attainment
E.	Families work in partnership with school for the benefit of their children.	School staff work with external agencies to support families

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/20</b>				
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.					
<b>i. Quality of teaching for all: EEF guide to pupil premium.</b> Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All teachers demonstrate good subject knowledge and pedagogy	Quality CPD is provided for all teachers linked to SDP and personal professional development. This can be in house by sharing experience & expertise or by training providers, including Cambs LA and TSA.	Cambs pupil premium bulletin, EEF guide to pupil premium Quality first teaching is key to ensuring effective teaching and learning.	Lesson drop ins, performance management, progress data, evidence of children's learning.	HT	Ongoing September 2020
Children will take part in a wide range of activities which will broaden their life experiences	Curriculum design ensures a wide range of cultural and educational opportunities.	Knowledge and cultural capital is vital for children to succeed in life and to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement (National Curriculum).	All opportunities in addition to high quality classroom teaching are part of a planned programme which is regularly monitored and reviewed to ensure that it affords equal access to additional experiences to children in each year group, and those children	HT Subject leads	Ongoing September 2020
<b>Total budgeted cost</b>					£2,500

**ii.Targeted support: EEF guide to pupil premium.** Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

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?
Children make good progress from their starting points and more Pupil Premium children achieve age related expectations.	In addition to quality first teaching, pupils will have support or interventions targeted to their need. These will be assessed half termly using a variety of methods and measures. If an approach is not having positive impact this will be carefully reviewed.	NFER: Supporting the attainment of disadvantaged pupils Children need consistency and continuity with their interventions, someone to track the data and check the intervention is meeting their current needs, and someone who is able to look ahead and pitch future learning needs to that of the individual or group. Children learn best through quality first teaching approaches. Ongoing CPD for teachers and TAs	Regular collection of data, analysis of attainment/progress. Termly pupil progress meetings Regular training for TAs and teachers	HT/ SENCo	September 2020
Barriers to learning are identified and broken down	Ongoing formative and summative assessments identify gaps in learning and opportunities to address these are discussed. Termly data is analysed. Teachers, leaders, SENDCo & DSL are aware of the needs of children and their families.	Cambs pupil premium bulletin Our experience shows that, when teachers and leaders know the pupils and their families well, they are able to identify barriers and possible support.	Termly pupil progress meetings. Weekly briefings where children's needs are shared.	HT / SENCo	Termly September 2020
<b>Total budgeted cost</b>					£10,000

**iii. Other approaches: EEF guide to pupil premium.** Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

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?
All pupil premium children have access to clubs, trips, uniform, food and resources to support their learning and wellbeing.	School office to provide discrete guidance and finances to support parents struggling to meet costs	NFER: Supporting the attainment of disadvantaged pupils Children should have equal access to all opportunities we have to offer. As wide a range of opportunities and activities as possible will introduce children to new knowledge, influential people, places, ideas and vocabulary that will in turn support their learning.	Check children are participating in activities, offer support when there are gaps, provide parents with information of where to go to with funding needs. Conversations with parents.	HT / SENCo	September 2020
Support is put in place to support SEMH and behaviour.	TA support. Support from external agencies including SEND 0-25 Team. Risk Management Plans are used. STEPs training for all staff. Class teachers, teaching assistants and SENCo available as 'go to' people.	NFER: Supporting the attainment of disadvantaged pupils	Regularly reviewed by SENDCo / HT	SENCo	Termly and as needed September 2020
Further develop positive relationship with parents in order to help them support the education of their child/ren	Relationships built up through open, supportive communication between staff and parents. SENCo & HT submit EHA applications or find best ways to offer support to parents, including practical support with purchasing uniform, referrals to family support worker or other external agencies.	Our experience has shown that this approach has been successful.	On a case by case basis, relationships between parent/s and school can be measured qualitatively	HT / SENCo	Ongoing and September 2020
<b>Total budgeted cost</b>					£21,780

6. Review of expenditure				
Previous Academic Year		2018/19 £33,000		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved teaching and learning to ensure quality first teaching	Staff training from external agencies.  Shared best practice and in house training	<p>Maths &amp; English training by LA advisers – positive impact for all children as teachers received training in maths mastery and improving children’s writing. Impact not shown in end KS results but internal data showed a rise in progress.</p> <p>Expanding vocabulary training for all staff from SALT – positive impact on supporting vocabulary development, especially useful for supporting PP children</p> <p>Emotional wellbeing Team training for all staff – impact on staff awareness of pupil &amp; adult wellbeing. Positive impact on all children, especially PP children</p> <p>SEND 0-25 team training for all staff – increased staff awareness of supporting behaviour of all children</p> <p>STEPs behaviour management training for SENCo and all staff to better manage behaviour, particularly pertinent for supporting behaviour &amp; SEMH of some PP children</p>	<p>Continue with professional development for all staff targeted at raising attainment and supporting SEMH. Subject leads for maths &amp; English to monitor effectiveness of training and the impact it has on children’s progress and attainment.</p> <p>All staff to receive updates to behaviour management training.</p>	£4,000
Total				£4,000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Children to make good progress from their starting points	Small group work with teachers.  Interventions led by teaching assistants and/or teachers	KS2 progress in reading above national average for non-disadvantaged pupils. Progress in writing and maths below national average for non-disadvantaged pupils but within confidence interval. In school data showed majority of PP pupils made progress from their starting points but did not reach age related expectations. 91% progress in reading,83% progress in writing, 93% progress maths Teaching assistants being used to support individuals with SEMH &/or behaviour so fewer available to run interventions.	Continue to develop quality first teaching. Further training for teaching assistants to support interventions. Ongoing review by SENCo of interventions used to ensure that they are having an impact.	£8,000
Diagnostic testing to identify gaps in learning	SENCo used diagnostic tests (PHAB2, YARK, BPVS 111, Boxall) to identify gaps in learning & ways to plug these	Identified areas of weakness therefore short gap filling to address need or long-term intervention/strategies to support learners in the classroom. Also, supports referral on to external agencies for additional advice. Supports identification of whole school CPD e.g. vocabulary training from speech and language service.	Continue to use diagnostic tests to provide possible reason for difficulty e.g. processing speed Require to use diagnostic assessments for referral to other agencies.	£1,000
Total				£9,000
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Children participate in school trips, including residential	Funding provided	Children benefited from taking part in curriculum linked trips.	Funding will be continued to help develop the cultural capital of PP pupils.	£1,199
Children are prepared for school and able to participate in extra curricular activities	Funding for uniform and for clubs is provided	Children attended school in correct uniform. Children were able to develop their skills and talents by attending extra curricular clubs – for example dance and gymnastics. These clubs also promote a healthy lifestyle.	Continue to offer funding for uniform and for clubs.	£950

Children, and families, were supported with their SEMH and behaviour	Teaching assistants deployed to supporting individuals and groups of children. Music therapy provided for targeted support for individuals. Attendance at TAF meetings and meetings with parents by SENCo and teachers	Targeted support was given to support children and families. This didn't lead to measurable improvement in attainment for all children. It supported the children's well being in times of change and crisis. The impact on children in classes where individuals were receiving support was to allow them to focus on their learning without distraction.	Continue to support children and families with SEMH, so allowing pupils not eligible for PP funding to focus on their learning. More TAs to be employed to support growing need to support identified PP children. Use play therapy to support individuals in crisis.	£11,400
Liaison with external agencies to provide additional support for children	SALT, community paediatrician, emotional well being team, SEND 0-25 team	Positive impact on children and families where children meet the thresholds.	Continue to liaise with external agencies in order to provide children with the additional support they need.	£3,500
Total				£17,049

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)