Dene House Primary School

Pupil Premium Strategy Document 2020/2021

Background:

Pupil Premium is a Government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically, the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever 6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2020 – 2021, Pupil Premium has a value of £1345 per eligible pupil, £2345 for children who are looked after, and a smaller provision of £310 for those pupils who have a parent in the armed services. Neither the Government or any Government agencies have dictated how the Pupil Premium money should be spent; schools have the freedom to spend the Premium in a way they think is best to raise the attainment for the most vulnerable pupils and narrow the gap between the highest and lowest achieving pupils.

The children in our school who are eligible for Free School Meals, and consequently generate Pupil Premium, are spread across the school, varying from 14 to 25 pupils in each year group.   30% of children in receipt of PP funding are also on the SEND register.

	YR	Y1	Y2	Y3	Y4	Y5	Y6	Total
Pupil Premium	23	14	17	25	17	19	17	132
Non-Pupil Premium	14	15	17	17	19	29	26	137
Total	37	29	34	42	36	48	43	269

Regular assessments and close tracking enables us to target these children throughout their school life to ensure they make the same progress as their peers if they have similar starting points, or accelerated progress if they have lower starting points. In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals. The needs of the individual are paramount in this process and are always the starting point when developing our teaching and learning strategies.

Funding Allocation and desired outcomes:

Summary Information					
Academic Year	2020-2021	**Total PP budget**	£165,435	**Date of most recent PP Review**	Sept 2020
Total number of pupils YR-Y6	269 pupils	**Number of pupils eligible for PP**	137 pupils 51%	**Date for next internal review of this strategy**	Termly

Desired long term outcomes of pupil premium spending

Academic:
- Disadvantaged pupils will leave YR with levels for attainment in-line with those seen nationally for disadvantaged children; the difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- Disadvantaged children attain in-line with pupil premium children nationally for the phonics screener; the difference between pupil premium and non-disadvantaged children in school will be in-line with that seen nationally for the phonics screener.
- School's disadvantaged children attain in-line with disadvantaged nationally in reading, writing and mathematics at the end of Y2; the difference between disadvantaged and non-disadvantaged children will be in-line with that seen nationally.
- School's disadvantaged children attain at least in-line with disadvantaged nationally in reading, writing and mathematics at the end Y6; the difference between disadvantaged and non-disadvantaged children will be at least in-line/narrower than that seen nationally.
- Disadvantaged will be able to children able to read fluently with comprehension and understanding relative to their age and ability.

Non-Academic:
- Disadvantaged children to have attendance which is in-line with their disadvantaged peers nationally; the attendance gap between non-disadvantaged and disadvantaged children will be in-line with national.
- Disadvantaged children not be disadvantaged by narrowing of the curriculum or lack of access to aspects of school that help to promote cultural and social capital.

Data Analysis: *Published data: 2019 Data set (no 2020 data due to Coronavirus Pandemic)*

EYFS (%)	GLD	Phonics
All	69%	81%
PP	46%	81%
Non PP	84%	81%

Key Stage 1 (%)	Reading	Writing	Maths

All	62%	59%	65%
PP	45%	45%	55%
Non PP	70%	65%	70%

Key Stage 2 (%)	Reading	Writing	SPaG	Maths
All	59%	70%	64%	66%
PP	56%	67%	50%	67%
Non PP	62%	73%	73%	65%

Summary compared to NA	PP	PP Nationally	Non PP nationally
GLD	46%	56%	75%
Y1 Phonics	81%	71%	84%
KS1 Reading	45%	62%	78%
KS1 Writing	45%	55%	73%
KS1 Maths	55%	63%	79%
KS2 Reading	56%	62%	78%
KS2 Writing	67%	68%	83%
KS2 GPS	50%	68%	83%
KS2 Maths	67%	68%	83%

Data Analysis: *Performance over time*

EYFS GLD Attainment	PP children	Non-pp children	Non PP nationally
2020-2021			
2019-20			
2018-19	46%	84%	75%
2017-18	50%	71%	74%

Phonics	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	81%	81%	84%
2017-18	47%	83%	84%

KS1 Reading	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	45%	70%	78%
2017-18	52%	74%	79%

KS1 Writing	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	45%	65%	73%
2017-18	48%	74%	74%

KS1 Maths	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	55%	70%	79%
2017-18	48%	78%	79%

KS2 Reading	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	56%	62%	78%
2017-18	56%	72%	80%

KS2 Writing	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	67%	73%	83%
2017-18	63%	83%	83%

KS2 Maths	PP children	Non-pp children	Non PP nationally
2019-20			

	67%	65%	83%
2018-19	67%	65%	83%
2017-18	70%	89%	81%

KS2 Combined ARE	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	50%	54%	71%
2017-18	56%	72%	70%

KS2 Combined GDS/HS	PP children	Non-pp children	Non PP nationally
2019-20			
2018-19	0%	8%	13%
2017-18	4%	22%	12%

Attendance Data	PP children	Non-pp children	Non PP nationally
2019-20	91.6%	94.4%	95%
2018-19	93.7%	95.7%	95.7%
2017-18	94.6%	95.9%	94.1%

Identified Barriers from data and observation in the previous year and over time

Barriers to future attainment (for pupils eligible for PP)
Academic Barriers
Barrier A1: Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time and address issues with literacy.
Barrier A2: Pupils who are eligible for Pupil Premium have less experiences with early language and literacy meaning that there are gaps in their knowledge, understanding and skills resulting in slower progress in reading. Pupils who are eligible for Pupil Premium have less experiences with number skills meaning that there are gaps in their knowledge, understanding and skills resulting in slower progress in maths.
Barrier A3: Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult.
Non Academic Barriers
Barrier NA1: The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.
Barrier NA2: Low attendance rates impact on the ability to access learning
Barrier NA3: Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

3 Tier strategy to addressing barriers based on research

For each barrier school adopts a 3 tier approach, based on the EEF Guide to the Pupil Premium, to consider how best to address this issue for pupils

Tier 1: Classroom factors
- Ensure all pupils receive high quality teaching and support within lessons.
- Provide additional teaching assistants to support learning in the classroom when there is a risk of children falling behind
- Provide high quality resources for pupils to access, which motivate and inspire.

Supporting Research/Evidence:
- *High performing teachers* – *Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils. (Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University)*
- *High Quality first wave teaching* – *Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018)*
- *Early intervention* – *Research shows that high-quality early years provision, with strong educational focus and activities to support early reading and language concepts is highly beneficial for disadvantaged children (The Pupil Premium Making it work in your school – Oxford School Improvement 2015).*
- *Flexibility* – *The Oxford University Press Pupil Premium report highlights the process of 'analysis, action, evaluation and review' as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to 'match strategies and interventions to current learning needs to prevent or close gaps".*

Tier 2: Evidence based, time bound, targeted Intervention
- Provide interventions for identified children, focusing on key aspects of development, basic skills, particularly reading and number skills.

Supporting Research/Evidence:

- *Targeted Intervention* – In their 2018 'Closing the Attainment Gap' report, the EEF stated that 'Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.'
- *Flexibility* – The Oxford University Press Pupil Premium report highlights the process of 'analysis, action, evaluation and review' as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to 'match strategies and interventions to current learning needs to prevent or close gaps".

Tier 3: Wider factors and considerations
- Provide a wide range of opportunities for pupils to develop their self-confidence, self-esteem, social skills and their resilience.

Supporting Research/Evidence:
- *Extended Provision* - Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work. (Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011)
- *Personal and Social skill -* Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills… (Aiming high for children, HM Treasury and DfES, 2007

How our Pupil Premium will be spent to address barriers:

Academic Barrier Spend:

Barrier A1: Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than their peers to catch up over time.

Budget: £65,754	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	Training/CPD: • Provide training linked to book talk through PEERS (Prompt, Evaluate, Expand, Repeat prompt) and early language development through the CROWD approach (Completion – leave blanks at the end of sentences, Recall, Open ended, Who? What? When? Where?, Distancing – connecting books to life experiences) Staff deployment: • Additional staffing to allow for low pupil-adult ratio in EYFS and Y1 so there are more interactions and opportunities to model language and communication.	£500 £34,654	Measurable: • PP outcomes to be in-line with PP children nationally and close to non-pp children in school in ELGs linked to C&L Observed: • Earlier diagnosis of pupil difficulty linked to language • More inclusive and more personal teaching based on language and communication developmental needs • More opportunity for pupil interactions both with their peers and adults.	
Tier 2: Intervention	Staff deployment: • In EYFS we will run the NELI programme to improve communication and language. Taking into account the starting points of children. • SALT interventions based on analysis of specific needs.	£18,000	Measurable: • 14/23 61% children to reach GLD in C&L. Observed: • Children communicate effectively and reach key milestones in language development.	
Tier 3: Wider considerations	Other: • SALT support for children with additional communication and language needs that cannot be accounted for through lack of experiences. • Provide a rich range of experiences within provision, through resourcing, visits and visitors to enrich children's	£1,600 £11,000	Measurable: • SALT interventions have clear impact and children meet targets (see SALT targets/outcomes) Observed: • Children talk readily about the experiences they have had in school and also about their interests. • Children can communicate their	

| | | | knowledge and understanding of different concepts | |
| | | | • Children meet key milestones in language development | |

Barrier A2: Pupils who are eligible for Pupil Premium have less experiences with early language and literacy meaning that there are gaps in their knowledge, understanding and skills resulting in slower progress in reading.

Pupils who are eligible for Pupil Premium have less experiences with number skills meaning that there are gaps in their knowledge, understanding and skills resulting in slower progress in maths.

Budget: £50,630	Action	Spend	Desired impact	Actual Impact

Tier 1: Classroom	Training/CPD:
	• Provide RWI training for all staff so that all members of staff have a secure understanding of the progress of skills and can teach effectively and intervene early
	• Whole staff training on new reading sequence to improve reading comprehension:
	   o Developing skills
	   o Going deeper
	   o Personal Response
	   o Discussion/debate
	
	• Provide CPD for teaching and assessing progress in arithmetic and promote approaches for helping children commit learning and knowledge of number facts to long term memory.
	• Provide guidance on how to use the new tracking system for maths basic skills.
	• Provide guidance on progression in acquisition of basic skills and facts; introduce teaching methods to ensure children learn and remember key number facts.
	• Revisit approaches for deepening children's understanding of mathematics through application in different contexts and situations: problem solving and reasoning.
	
	Staff deployment:
	• Additional staffing to allow for low pupil-adult ratio in lessons in all classes Y1-Y6. This will allow for targeted in-class support and small group teaching in reading, writing and maths.
	• Additional staffing also
		£1,500
		
		£29,000
			Measurable:
			• Reading and maths outcomes to be in-line with NA at the end of KS1 and KS2 for all groups of pupils.
			• Progress in reading and maths is in-line with PP children nationally in reading.
			• PP children make good progress in reading fluency and comprehension skills relative to their starting points
			• PP children make good progress in basic skills relative to their starting points
			
			Observed:
			• Greater engagement in reading
			• Better monitoring of pupil progress in reading
			• Earlier diagnosis of pupil difficulty with reading
			• More inclusive and more personal teaching of reading approaches
			• The quality of learning/work improves in reading
			• More opportunity for pupil-pupils and pupil-adult interactions
			
			• All teachers are using school's agreed systems for teaching arithmetic and promoting the retention of basic number skills and facts in all classes
			• Teaching systems and guidance are followed precisely in all classes
			• Approaches for challenging more able are in place in all classes
			• The quality of learning/work improves in reading	

				Early identification of children who require additional support in acquiring basic skills	

Tier 2: Intervention	Training/CPD:
	• Reading Plus – targeted intervention training
	
	Staff deployment:
	• TAs deployed specifically to provide reading/maths intervention and target children for:
	  ○ 1:1 reading practice
	  ○ RWI intervention small group/1:1 to develop sound knowledge and fluency
	  ○ 1:1 Paired Reading intervention to develop fluency
	  ○ Cracking Comprehension to accelerate progress for slower moving readers in Y3 and Y4.
	  ○ Reading Plus intervention to accelerate progress for slower moving readers in Y5 and Y6.
	  ○ Maths fluency programme
	  ○ Nifty Fifty
	  ○ Purple Mash – Monster Multiplication
	  ○ Focus of interventions identified from Maths Basics Tracking Grid.
		£14,000		Measurable:
				• Baselines will be taken prior to all interventions and the impact of adult led programmes will be measured using exit data on completion of the intervention – improvements to be evidenced.
				
				Observed:
				• Improved reading fluency.
				• Gaps in knowledge, understanding and skills are addressed.
				• Improved maths fluency.
				• Children who require additional support in acquiring basic skills are identified and support/intervention systems implemented	

Tier 3: Wider considerations	Other • X45 Licences for Reading plus • Reading resources matched to stage and interest purchases	£3,000 £3,130		Measurable: • Children reading accuracy and rate improves at a quicker rate than their chronological age. Observed: • Improved reading fluency. • Gaps in knowledge, understanding and skills are addressed.	

Barrier A3: Lack of parental engagement means not all pupils are encouraged to read at home or read regularly to an adult

Budget: £5,620	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	• Reading corners developed and resourced with engaging books • Teachers share novels at the end of the day to widen reading experiences and support the development of a love for reading. • Class novels chosen to engage children in reading, provide a variation in the 7	£2,120	Observed: • Children are eager to read in school • Children develop an understanding of the variety of reading materials available • Children develop a love of reading	

	story plots and to build knowledge of these across school.			

Tier 2: Intervention	• Children who aren't supported with reading at home will read x3 in school
	
	Training/CPD:
	• Reading Plus – targeted intervention training
	
	Staff deployment:
	• TAs deployed specifically to provide reading intervention and target children for:
	  ○ 1:1 reading practice
	  ○ RWI intervention small group/1:1 to develop sound knowledge and fluency
	  ○ 1:1 Paired Reading intervention to develop fluency
	  ○ Cracking Comprehension to accelerate progress for slower moving readers in Y3 and Y4.
	  ○ Reading Plus intervention to accelerate progress for slower moving readers in Y5 and Y6.
	  ○ Maths fluency programme
	  ○ Nifty Fifty
	  ○ Purple Mash – Monster Multiplication
	  ○ Focus of interventions identified from Maths Basics Tracking Grid.
		As above	Measurable:
			• Improved reading fluency and comprehension for all children.
			• Gaps in knowledge, understanding and skills are addressed so reading scores will be improved.
			
			Observed:
			• Children have regular reading practice.
			• Improved reading fluency.
			• Gaps in knowledge, understanding and skills are addressed.	

Tier 3: Wider considerations	• ERIC (Everyone Reading in Class) Reading workshops/letters/ resources/parental training focusing on how to support children with reading and understanding at home. • Dream Read scheme to be developed across school.	£500 £3,000	Observed: • Improved reading fluency and comprehension for all children.	

Non-Academic Barrier Spend:

Barrier NA1: The emotional resilience of some pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when tasks are challenging.

Budget: £30,123	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	Training/CPD: • Training provided to all staff in relation to promoting resilience in children.	£500	Observed: • Children show persistence in their learning and are not deterred by setbacks, mistakes and errors.	
Tier 2: Intervention	Staff Deployment: • A significant proportion of	£29,623	Measurable: • Measurable start/end	

	our disadvantaged pupils have social and emotional difficulties including anxiety, low self-esteem and poor social skills. As a result, we deploy our School Counsellor and Behaviour Manager, to run afternoon intervention sessions for targeted pupils. These sessions focus on improving attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning while supporting good mental health. • In addition to this we will offer Listening Matters, Cognitive Behaviour Therapy and Therapeutic Story Writing, Drawing and Talking Therapy, Relax Kids.		scores, linked to specific programmes, will be used to determine progress within social and emotional interventions. Observed: • Children are happy, confident, secure and engage will with learning	
Tier 3: Wider considerations	• N/a	N/a	• N/a	

Barrier NA2: Low attendance rates impact on the ability to access learning

Budget: £6,308	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	• N/a	N/a	• N/a	
Tier 2: Intervention	• N/a	N/a	• N/a	
Tier 3: Wider considerations	Staff deployment: • Inclusion manager deployed specifically to provide support to improve attendance To support vulnerable families with promoting good attendance in school and good punctuality we will: • closely track attendance. • intervene early to offer support to families who are struggling to get children to attend school. • implement systems for tracking and taking action against parents whose children are persistently absent (repeatedly over time); refer to LA to consider enforcement action. • offer funded breakfast club places to targeted families. • establish special events/prize giving opportunities to reward good/improved attendance.	£5,000 £1,308	Measurable: • Monitor the impact of actions through on-going (half termly and termly) reporting systems. • Improved attendance figures	

Barrier NA3: Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences

Budget: £7,000	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	• N/a	N/a	• N/a	
Tier 2: Intervention	• N/a	N/a	• N/a	
Tier 3: Wider considerations	• School will contribute funding for disadvantaged children's wider curriculum opportunities e.g. visits and visitors. • School will contribute funding for disadvantaged children's wider opportunities e.g. music tuition, payment for after school clubs, pupil specific resources such as revision books.	£2,000 £5,000	Observed: • Children engage positively with wider curriculum opportunities and gain a range of experiences.	

Budget: £7,000	Action	Spend	Desired impact	Actual Impact
Tier 1: Classroom	• N/a	N/a	• N/a	
Tier 2: Intervention	• N/a	N/a	• N/a	
Tier 3: Wider considerations	• School will contribute funding for disadvantaged children's wider curriculum opportunities e.g. visits and visitors. • School will contribute funding for disadvantaged children's wider opportunities e.g. music tuition, payment for after school clubs, pupil specific resources such as revision books.	£2,000 £5,000	Observed: • Children engage positively with wider curriculum opportunities and gain a range of experiences.	