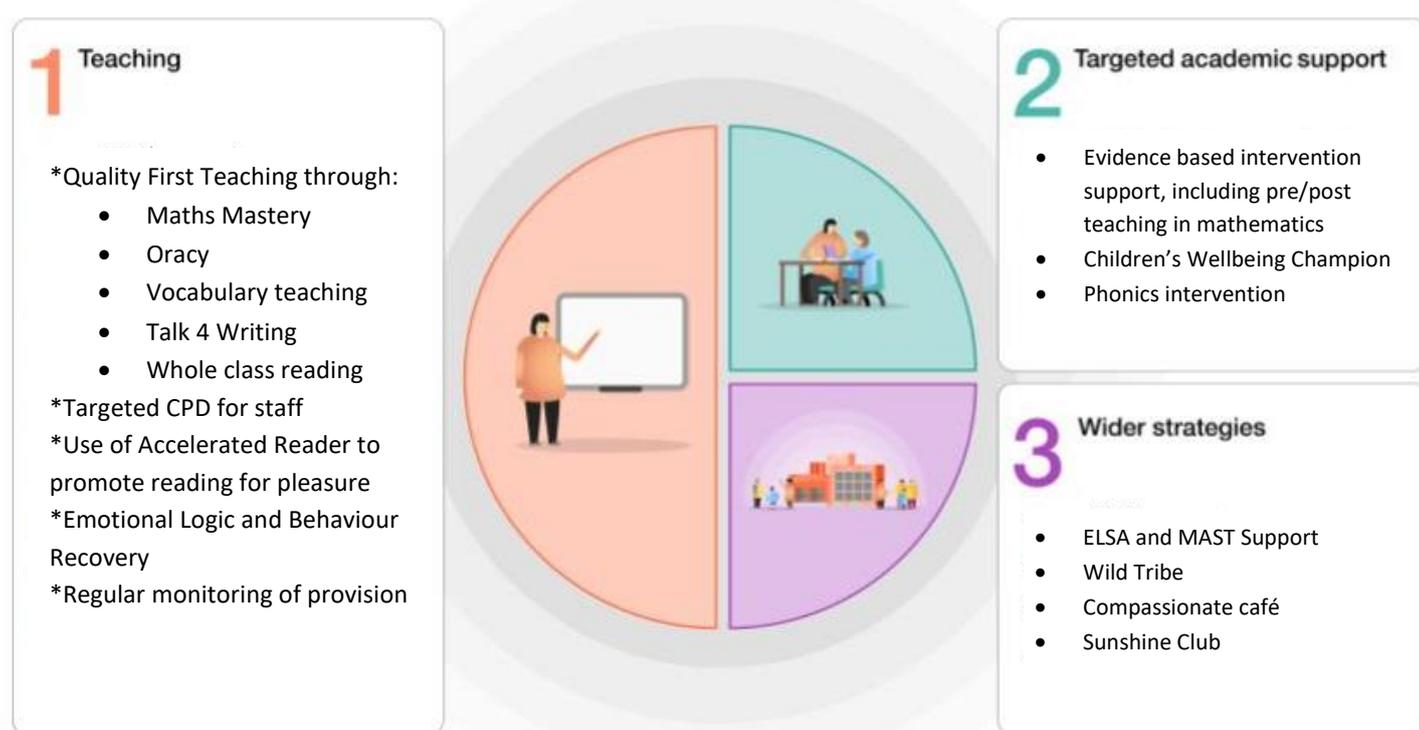


Pupil Premium Strategy 2019-2020 Review and 2020-2021 Plan

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.

3-tiered Overview



School overview

Metric	Data
School name	Dunstone Primary School
Pupils in school	190
Proportion of disadvantaged pupils	19%
Pupil premium allocation this academic year	£60,940
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Local Governing Board
Pupil premium lead	Claire Duncan
Governor lead	Katie Warren

Disadvantaged pupil performance overview for the academic year 18-19 (19-20 data not published due Covid 19)

Measure	Score
Reading	-1.51
Writing	-1.77
Maths	-5.59

Measure	Score
Meeting expected standard at KS2 (R, W & M)	33%
Achieving high standard at KS2 (R, W & M)	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	White Rose resources are purchased and training provided to support teachers in their planning and delivery so that the quality of maths teaching is consistent and improves outcomes for all. Teachers and TAS are trained in pre/post teaching, supporting engagement of parents and consistency in the delivery of maths mastery.
Priority 2	Improve oral language skills for pupils eligible for Pupil Premium in EYFS/KS1 to accelerate progress and attainment in early reading and writing. Provide targeted individual and small group intervention support through additional Teaching Assistants to support the delivery of evidence-based programmes (Precision Teaching, pre and post lesson teaching).
Priority 3	Work with the Multi-Agency Support Team to ensure all staff are confident with the behaviour recovery techniques and supporting children's mental health and wellbeing.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ○ Oral language skills in Foundation Stage upon entry are lower for pupils eligible for disadvantaged pupils than for other pupils. This slows reading and writing progress in subsequent years. ○ Significant period of school closure has led to increase gaps in attainment for the most disadvantaged pupils in the school. Some of these pupils had very little interaction with home learning during lockdown. ○ Parental engagement

	<ul style="list-style-type: none"> ○ Lack of resilience, self-confidence and co-operation when approaching work, which is affecting children's academic progress. ○ Social and emotional difficulties, including attendance for FSM eligible children.
Projected spending	£27,264

Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in mathematics	Increase the % of disadvantaged pupils achieving the expected standard in mathematics across the school. At least expected progress from their starting points.	July 2021
Progress and attainment in reading	Increase the % of disadvantaged pupils achieving the expected standard in reading across the school. At least expected progress from their starting points.	July 2021
Progress and attainment in writing	Increase the % of disadvantaged pupils achieving the expected standard in writing across the school. At least expected progress from their starting points.	July 2021
Phonics	Strive to achieve above national average expected standard in the phonic screening assessment.	July 2021
Other	Continue to improve attendance of disadvantaged pupils to national average 95.8%.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed the use of White Rose resources, 'My Maths', TTRS , Numbots and to improve the fluency through deliberate practice and additional teacher-led activities across the week.
Priority 2	INSETS for whole school staff on oracy and vocabulary teaching. Continue to embed 'Accelerated Reader' to improve reading skills and reading for pleasure.
Priority 3	Through subscription to Multi Agency Support Team (MAST) the school will have access to a wider range of external support services for children with complex needs. Support work, including targeted ELSA support and support for children and parents through our 'Child Well-Being Champion' which is coordinated through our SENCo.
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● Fluency in mathematics ● A number of pupils eligible for Pupil Premium support have emotional, social or special educational needs which can impact upon their learning and the progress that they make in class. ● Low levels of support and engagement in learning outside of the school
Projected spending	£13858

Wider strategies for current academic year

Measure	Activity
Priority 1	Continue to embed the use of Wild Tribe activities across the school to promote resilience and problem-solving skills within the outdoors
Priority 2	Creating and embedding school approaches to improve attendance <ul style="list-style-type: none"> • Children's Wellbeing Champion • Sunshine Club • Parent Drop in Sessions
Barriers to learning these priorities address	Self-esteem Resilience
Projected spending	£10,032

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring all children have full access to a high-quality curriculum and support to make at least good progress in line with their peers. Ensure enough time is given over to allow for staff professional development.	Regular monitoring of provision in place for targeted pupils. Implementation of a Recovery Curriculum plan following school closure. Calendar planned for the year to include use of INSET time for teachers and regular training sessions for teaching assistants.
Targeted support	Ensuring sufficient time for the Pupil Premium lead/SENCO to effectively coordinate and monitor the impact of targeted support for vulnerable pupils. Raising parental aspirations and encouraging engagement in AR and reading outside of school.	Pupil Premium lead to plan across the week designated teaching time. Continue to use of and training in a wide range of evidence-based therapies to support children. Targeted use of MAST, ELSA, CAHMS referral systems.
Wider strategies	Engaging the families facing most challenges.	Working closely with MAST and the pastoral team within school. Budgeting and prioritising PP enrichment support Regular and effective attendance reviews.

Review: last year's aims and outcomes

Aim	Outcome																											
Progress and attainment in Writing.	<p>Oracy and vocabulary development continued to be a strong focus throughout the school which is supported through our highly skilled support staff when running interventions.</p> <p>Steady improvement in writing across the school, particularly greater depth writing.</p> <p>Writing progress across KS2 improved from -2.7 in 2018 to 0.03 in 2019.</p> <p>Writing attainment:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018</th> <th colspan="2">2019</th> <th colspan="2">March 2020 (Teacher Assessment)</th> </tr> <tr> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> <th>ARE</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>52%</td> <td>3%</td> <td>74%</td> <td>9%</td> <td>62%</td> <td>14%</td> </tr> <tr> <td>KS2</td> <td>62%</td> <td>15%</td> <td>72%</td> <td>26%</td> <td>77%</td> <td>10%</td> </tr> </tbody> </table>		2018		2019		March 2020 (Teacher Assessment)		ARE	GD	ARE	GD	ARE	GD	KS1	52%	3%	74%	9%	62%	14%	KS2	62%	15%	72%	26%	77%	10%
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KS1	52%	3%	74%	9%	62%	14%																						
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Progress and attainment in Mathematics	Continuation of maths mastery implementation and the introduction of pre and post teaching this will continue to be developed and consistency in approaches for 2020-21.																											

<p>Improve resilience and wellbeing.</p>	<p>Wild Tribe continued to be implemented for all children across the school as pupil surveys indicate the importance of outdoor learning in developing resilience and wellbeing.</p> <p>ELSA trained TAs and Child Wellbeing Champion have worked with a number of children individually or in small groups using a range of techniques to build resilience and wellbeing.</p> <p>CWC worked throughout the period of school closure to check the welfare of our families.</p>
<p>Maintain subscription for the Multi Agency Support Team (MAST)</p>	<p>MAST support for 2019-2020 showed targeted intervention in the school for 7 children/families.</p> <p>The team worked together using a balance of psychology and therapeutic methodologies to provide tailored interventions that addressed the school and family needs. Having a range of different professionals working together means that the support for the parents and carers is connected and targeted around the support of the child.</p>
<p>Improve attendance rates.</p>	<p>Child Wellbeing Champion role supported families throughout the school year by offering advice and support, carrying out home visits and making well-being calls throughout lock-down.</p> <p>Sunshine club was offered to disadvantaged children who had previously had poor attendance. These children were invited to school from 8:15am with an ELSA trained TA. This resulted in improved attendance and persistent late percentages and also provided a calmer start to the day.</p> <p>Whole school attendance for end for the period 4/9/19 to 20/3/20 was 95.2% slightly below the target figure due to the beginning of the Covid 19 pandemic and includes Traveller children.</p>