Pupil premium strategy statement

School overview

Metric	Data
School name	Dunnington CE Primary School
Pupils in school	226
Proportion of disadvantaged pupils	6%.
Pupil premium allocation this academic year	**£14,795 + £4,690= £19,485**
Academic year or years covered by statement	2020-21
Publish date	December 2020
Review date	September 2021
Statement authorised by	Caroline Hancy
Pupil premium lead	Caroline Hancy
Governor lead	Kevin Hall

Disadvantaged pupil progress scores for last academic year (based on results 2018-19)

Measure	Score		
Reading	2.52		
Writing	2.76		
Maths	-0.83		
Meeting expected standard at KS2	Reading	Writing	Maths
	67%	83%	83%
Achieving high standard at KS2	Reading	Writing	Maths
	33%	33%	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase rates of progress and proportion of Pupil Premium pupils achieving at least the expected standard in reading, writing and maths (see current data below)
Priority 2	Provide 1:1 emotional support for identified pupils to improve self-esteem, self-confidence and improve behaviour for learning
Barriers to learning these priorities address	• Self-confidence and self-awareness • Behaviour for learning e.g. concentration, motivation, lack of independence • Specific Special Educational Needs • Motivation to read/write across a range of genres • Emotional Well-Being • Homework support • Penmanship; accuracy, legibility
Projected spending	**£19,485**

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Phonics, Writing, Reading and Maths	Analyse current progress of low prior attainers across school Identify target groups across school Starting with reading and writing:- • Consider staff perception of potential barriers. • Carry out learning walk, work scrutiny and pupil voice with Vicky Bluck (Literacy Consultant) • Identify key areas for development across the school. • Provide staff training on potential strategies • Work collaboratively to implement strategies • Evaluate impact and refine practise where necessary • Consider how our learning could impact in other curriculum areas • Consider the impact of lockdown especially on pupils (and any further emerging needs) and the support required to catch up.	July 2021

	• Develop a catch-up plans for pupils requiring intervention	
Develop remote learning contingency protocols through consultation with staff which:-	• Uses a curriculum sequence which allows access to high quality online and offline resources • Uses teaching videos that are linked to the school's curriculum expectations • Utilises online tools consistently to allow interaction, assessment and feedback • Provide printed resources for those who do not have suitable online access • Work with families to support their children in the delivery of a broad and ambitious curriculum, particularly vulnerable pupils and pupils with SEND	July 2021
Following an initial settling period (Autumn 1), identify emerging emotional and behavioural vulnerabilities using threshold guidance	Update behaviour policy to reflect new rules and expectations following pandemic Build new expectations into rewards and sanctions systems. Increased opportunities to promote positive mental health and for PSHCE lessons/Time to Talk Prioritise and develop support plans for pupils requiring intervention.	July 2021
Monitoring and Implementation		
School Improvement Plan Governor Updates Headteacher Reports to Governors Phase reports Lesson observations Catch Up Plan Reviews Pupil Data Analysis and Progress meetings		

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	**Learning Support (TA Budget)** To provide timely intervention for individual pupils who are or are at risk of making slow progress. To monitor, evaluate and develop the school's approach to differentiation to ensure it impacts positively on rates of pupil progress, particularly for lower performing groups. To monitor the impact of interventions, ensuring they are tightly focussed and effectively delivered to support children in making rapid progress towards expected standards.

	Provide additional support to specifically increase the rates of progress for 4 pupils in reading, 3 pupils in writing and 3 pupils in mathematics.

Clearly document the specific support and interventions packages provided for Pupil Premium children using provision maps and catch up action plans, tracking and measuring impact and effectiveness.

Provide eligible pupils with weekly 1:1 consultation with a TA to consider successes and areas for additional support/reinforcement.

Provide pre-teaching of skills, where applicable to increase confidence.

Provide additional support for Y1 class to settle back into school following lockdown and to provide intervention for reading and phonics catch up. |
| Priority 2 | **ELSA provision**
(Rec/Y1- 2 hours per week and Y2-6- 3 hours per week)

Provide 1:1 emotional support for identified pupils to improve self-esteem, self-confidence and improve behaviour for learning

Provide additional training for ELSAs on CYC standardised support packages (Emotional Literacy, Emotional Regulation, Anxiety, Low Mood, Resilience, Loss and Change). Roll these out to relevant pupils to equip them with self-help strategies.

Provide KS2 whole class resilience training through School Well Being Worker. |
Barriers to learning these priorities address	• Self-confidence and self-awareness • Behaviour for learning e.g. concentration, motivation, lack of independence • Specific Special Educational Needs • Motivation to read/write across a range of genres • Emotional Well-Being • Homework support • Penmanship; accuracy, legibility
Projected spending	**£19,485**
Monitoring and Implementation	
Lesson observations Pupil Premium provision maps Catch Up Plan Updates Case Studies (where applicable) Pupil progress analysis SDQ analysis	

Review: last year's aims and outcomes

Aim	Outcome

As a result of pandemic lockdown, planned priorities did not progress as intended. Our priorities have been reviewed to take account of our observations of children returning to full-time school in September 2020 and our teacher assessments of June 2020. These were predictions based on knowledge of children (March 2020) and evidence during lockdown. The table below shows data for our current pupil premium cohort.

	Reading	Writing	Maths
% below ARE	57%	50%	50%
% at ARE	36%	50%	50%
% above ARE	7%		
% making slow progress	29%	21%	21%
% making expected progress	64%	71%	79%
% making good progress	7%	7%	