

# Pupil premium Report: 2019-2020

1. Summary information					
School	Dundry Church School				
Academic Year	2019/20	Total PP budget	£17,160	Date of most recent PP Review	Sept 2019
Total number of pupils	78	Number of pupils eligible for PP	14 (18%) 3 new during lockdown	Date of internal review of this strategy	June 2020

2. Current attainment		
<b>KS2 Attainment for: 2018-19 (3 Y6 pupils were eligible for PP)</b> <small>*NB due to covid-19 there is no reported data for 2020</small>	<i>Pupils eligible for PP (3 pupils)</i>	<i>National ALL</i>
% achieving expected standard or above in reading	Overall – 33% PP non SEND – 100% PP SEND – 0%	64%
% achieving expected standard or above in writing	Overall – 50% PP non SEND – 100% PP SEND – 0%	75%
% achieving expected standard or above in maths	Overall – 33% PP non SEND – 100% PP SEND – 0%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<ul style="list-style-type: none"> <li>Children enter school with low levels of receptive language and limited vocabulary. Speech and language difficulties are on the increase and many children do not have the pre-school phonological awareness required to begin to access the Reception curriculum.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Weak phonological awareness carries through into the phonics learning and children have gaps in their learning.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>Mixed age classes - children sometimes have gaps because they access learning in a different order. An issue that has been resolved in 2020 due to class restructuring.</li> </ul>

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	<ul style="list-style-type: none"> <li>Additional vulnerabilities and challenges in home life</li> </ul>	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Investigate the possibilities of developing a closer working relationship with the Dundry Nursery to gauge their level of awareness regarding requirements for Reception.	AMM to build strong links. Ask if we can support in any way or work together? Possible link activities. RR/NW/LT to make visits - joint activities?
B.	Identify gaps in knowledge as early as possible and set targets accordingly.	NW and class teacher to continually assess and set targets. Children work with NW for interventions where needed. Children are targeted in lessons. Buy resources to support these children.
C.	Provide children/parent/staff workshops prior to children beginning Reception.	Class teacher to meet with parents if needed. Parents attend workshops before and during reception. NW to provide resources/ activities to continue work at home.
D.	Provide support for parents to support routines, learning at home, support emotional difficulties	Breakfast club regular parent meetings. Resources to support at home. parent workshop
E.		

1. Planned expenditure					
Academic year		2019-2020			
The 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.					
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?
To train Teachers and support staff; to improve the quality of teaching and learning in phonics across the school.	<p>All teachers have phonics training. AMM, SW, RR, LT, NWa</p> <p>AMM to roll training out to other members of staff</p> <p>AMM to attend phonics training at St. Peters.</p> <p>Share training resources with all staff.</p>	Good teaching is the most important level schools have to improve outcomes for PP children.	<p>Teachers to attend phonics training.</p> <p>TA training by AMM on phonics.</p> <p>All teachers following letters and sounds phonics.</p> <p>Yr 1 PP children to pass phonics screening.</p> <p>PP children to make good progress in reading and writing.</p>	AMM	June 20

<p>Planned time and Inset training for all staff; including support staff to work alongside each other to help identify gaps in cohorts and with individual children in order to be well informed about the children and their learning needs to raise attainment</p>	<p>Jan Inset - ½ day to plan interventions for each class. Regular interventions Progress tracked.</p>	<p>Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p>	<p>All staff to know objectives/gaps to be worked on. Interventions are happening regularly. TA and teacher meet regularly to discuss progress and new targets. Children to be making accelerated progress against targets. SW to check impact of interventions. Learning walk will show children engaged, being supported and progressing</p>	<p>AMM Class teachers</p>	<p>April 20 June 20</p>
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<p><b>Quality of teaching for all cost : training, supply cover, overtime</b></p>	<p>£850</p>
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**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?
<p>To provide all pupils in EYFS and KS1 with a systematic and rigorous approach to the learning of sounds and reading and writing.  To accelerate the progress of individuals.</p>	<p>1:1 and small intervention groups Continued usage of letters and sounds. Training for all staff. St. Peter's C of E support. Small intervention groups.</p>	<p>Good teaching is the most important level schools have to improve outcomes for PP children.  Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p>	<p>Teaching for phonics is good. Teachers using letters and sounds progression. All staff to have had phonics training. Daily 20 mins phonics. Ensure reading books match child's phonic level. Regular assessment of phonics to identify gaps.</p>	<p>AMM</p>	<p>May 20</p>

<p>To provide support for all children who need individualized phonic teaching.</p>			<p>Nessy account for children behind expected. Small group interventions for children behind expected. Daily precision phonics teaching to those who need it.</p>		
<p>To address the vocabulary gap for pupils – supporting pupils of all ages to develop the vocabulary needed to access the curriculum. Combining visuals to support language development and spelling.</p>	<p>'Widgit' to support children's need to broaden vocabulary. 1:1 and small intervention groups Teachers to go on vocabulary course. (AMM, NW)</p>	<p>Good teaching is the most important level schools have to improve outcomes for PP children.  Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p>	<p>Pre teaching of topic vocabulary. EYFS to have vocabulary out during continued provision. Class display of new vocabulary. Praise for children using new vocabulary. Widget used for lower attaining children to access all areas of the curriculum.</p>	<p>Class teachers</p>	<p>June 20</p>

<p>To work with individuals and small groups on targeted and specific interventions based on emotional outcomes</p>	<p>1:1 and small intervention groups Jigsaw PHSE scheme.</p>	<p>Children gain more confidence and ability to ask questions and access regular class activities.</p>	<p>Interventions in place of children who require this support. Evidence of interventions and progress being recorded. Teachers to integrate well being activities in to daily routines. Whole school approach to Jigsaw PHSE scheme.</p>	<p>Class teachers SW</p>	<p>April 20 June 20</p>
<p>To ensure equality of access to the curriculum for pupils with PP/SEND needs – to be independent and achieve.</p>	<p>Improved use of Technology Clicker / Widgit / Nessy 1:1 and small intervention groups TA targeted support during class activities</p>	<p>Giving these pupils appropriate teaching and challenging learning activities will enable them to make better progress.</p>	<p>Use of technology to be used to support children across the curriculum. lessons to be accessible to all children. Pre/post teaching of new vocabulary and new concepts if needed. Intervention sessions to ensure children are equipped to be independent. Teacher/TA target PP/SEND during lessons to ensure receive immediate feedback to make good progress.</p>	<p>CH SW NW</p>	<p>April 20</p>

<p>To provide time and resource for a practitioner to complete assessments of pupils to aid teacher's understanding. To update emotional assessments and liaise with parents and carers and staff on progress.</p>	<p>SENCO to support class teachers to address children's needs. Class teachers and SENCO to meet with parents when needed.</p>	<p>Families across the school need support with particular behaviours/routines at home in order for children to close barriers to learning.</p>	<p>SENDCO in 1 day per week.  SENCO and Headteacher to meet with PP SEND parents for informal discussion to advise of their role and raise any issues.</p>	<p>CH</p>	
<p><b>Targeted support cost</b></p>					<p>£10000</p>

**5. Review of expenditure**

**In March 2020 schools were closed due to the Covid-19 Pandemic. This significantly impacted on the school's ability to complete actions and approaches on this plan. No children were assessed at the end of the academic year and so there is no reliable or standardised attainment or progress data for any pupil. Attendance for the year cannot be calculated accurately. Interventions were provided throughout lockdown remotely, but the success of these was variable depending on the support of parents/carers at home and it was impossible to reliably track any progress remotely.**

**The following report attempts to show what the school has done and the measures taken to override the barriers outlined above.**

<p><b>Academic Year</b></p>	<p><b>2019/20</b></p>
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Quality of teaching for all			
Desired outcome	Chosen action/approach	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)
To train Teachers and support staff; to improve the quality of teaching and learning in phonics across the school.	All teachers to have had phonics training. AMM, SW, RR, LT, NWA AMM to roll training out to other members of staff AMM to attend phonics training at St. Peters. Share training resources with all staff.	AMM, LT and NW had phonics training at St Peters. SW and RR were due to attend but it was cancelled due to COVID. AMM rolled out training to all TA's. Lt observed AMM teach phonics. New phonics plans and resources made and implemented for TAs to use to support phonics teaching and intervention. Teachers using 4 part lesson structure review - teach - practice - apply following Letters and Sounds Yr 1 predicted pass % for phonics screening = 67 % Yr 2 retake predicted pass = 100% (1 child PP) PP children progress in reading and writing: Rec PP = 50% exp Yr 1 PP = 100% exp Yr 2 PP = 50% exp	Continue with staff training so all staff are confident in teaching and delivering phonics. Staff to book training events from English Hub School Offer (not completed due to COVID)  Next step: Baseline assessment for all KS1 pupils High quality daily Phonics teaching (20 minutes) following 4 part lesson structure All classes use precision teaching to ensure gaps are closed quickly for individuals. Track progress termly Set up phonics interventions throughout the school and track progress regularly for their impact.
Planned time and Inset training for all staff; including support staff to work alongside each other to help identify gaps in cohorts and with individual children in order to be well informed about the children and their	Jan Inset - ½ day to plan interventions for each class.  Regular interventions  Progress tracked.	Staff had ½ day inset time to plan interventions in their class.  PP lead met with TAs/teachers in March to discuss intervention impact and next steps were made.  No attainment was assessed at the end of	This ½ day was very useful for teachers and TAs to have a length of time together to plan more effectively to close the gaps. Continue to monitor the impact of interventions with teacher and TA alongside data to continue to provide us with next steps to raise attainment. Redesign interventions to ensure rapid progress.  Next step: Specific intervention training for TAs.

learning needs to raise attainment		the academic year so further progress tracking has not happened.	Ensure PP children are targeted in class for immediate feedback. TA meetings termly - focus on evidencing impact of intervention
<b>Targeted support</b>			
<p>To provide all pupils in EYFS and KS1 with a systematic and rigorous approach to the learning of sounds and reading and writing.</p> <p>To accelerate the progress of individuals.</p> <p>To provide support for all children who need individualized phonic teaching.</p>	<p>1:1 and small intervention groups</p> <p>Continued usage of letters and sounds.</p> <p>Training for all staff.</p> <p>St. Peter's C of E support.</p> <p>Small intervention groups.</p>	<p>AMM, LT and NWA had phonics training at St Peter's. SW and RR were due to but it was cancelled due to COVID. AMM rolled training out to all TA's.</p> <p>New phonics plans and resources made and implemented. Teachers following Phonics Play scheme linked to letters and sounds.</p> <p>Precision teaching of phonics sounds used to support children to catch up and make accelerated progress.</p> <p>Yr 1 predicted pass % for phonics screening = 67 % Yr 2 retake predicted pass = 100% (1 child PP) PP children progress in reading and writing: Rec PP = 50% exp Yr 1 PP = 100% exp Yr 2 PP = 50% exp</p> <p>AMM started to make new good links with Dundry preschool to support the teaching of early phonics teaching. NWA couldn't complete any shared work due to COVID.</p> <p>NWA (PP TA) led interventions for KS1 and EYFS and worked alongside the children in class for phonics and speech and language.</p>	<p>Continue with staff training so all staff are confident in teaching and delivering phonics. (not completed due to COVID)</p> <p>Next step: Set up phonics interventions throughout the school and track progress regularly for their impact.</p> <p>Continue daily precision teaching of phonic sounds.</p> <p>SC to make links with pre-school and provide support for phonics acquisition</p> <p>This was useful to have a separate PP/SEND TA to not take the TA away from the class. Observations/evidence saved to the SEND folder on the shared drive.</p>
To address the vocabulary gap for pupils – supporting pupils of all ages to develop the vocabulary needed	'Widgit' to support children's need to broaden vocabulary. 1:1 and small intervention groups	<p>Widgit resources used with some children to support the learning and understanding of vocabulary.</p> <p>EYFS and KS1 using Widgit resources to</p>	<p>Buy Widgit online subscription for the whole school to use to close the gap for vocabulary (Approx £300 for a 1 year subscription).</p> <p>Continue this and ensure KS2 do this more</p>

<p>to access the curriculum. Combining visuals to support language development and spelling.</p>	<p>Teachers to go on vocabulary course. (AMM, NW)</p>	<p>pre teach vocabulary and send home. (NW)</p> <p>AMM and NWy attended a vocabulary course at St Peter's. Due to roll out training to the rest of the school but postponed due to COVID.</p>	<p>regularly.</p> <p>Next step: Use the Write stuff method of teaching. NWy to share in staff meeting (16.11.20).</p> <p>All teachers to have vocabulary display on working walls.</p> <p>Discuss new vocabulary as part of guided reading</p>
<p>To work with individuals and small groups on targeted and specific interventions based on emotional outcomes</p>	<p>1:1 and small intervention groups</p> <p>Jigsaw PHSE scheme.</p>	<p>Jigsaw scheme being used across the school but not fully implemented due to COVID.</p> <p>1 to 1 and small groups happening.</p> <p>ELSA resources.</p> <p>During lockdown teachers phoned parents once a week and PP children had additional phone calls from NWA. A record of this is available on the shared drive.</p> <p>Communication was available through seesaw app.</p> <p>Work uploaded daily by teachers via website and See-saw app.</p>	<p>Continue to use Jigsaw PSHE scheme and use recovery lessons to support children returning to school alongside recovery curriculum 5 levers planning.</p> <p>Look at interventions on offer - Which ones are the most effective? What else do we need?</p> <p>Ensure interventions have clear entry and exit points to measure and track progress.</p> <p>Provide training for TA's for specific interventions</p>
<p>To ensure equality of access to the curriculum for pupils with PP/SEND needs – to be independent and achieve.</p>	<p>Improved use of Technology</p> <p>Clicker / Widgeit / Nessy</p> <p>1:1 and small intervention groups</p> <p>TA targeted support during class activities</p>	<p>Use of Widgeit resources (pictures and symbols for each word) to adapt work to allow children to access more independently.</p>	<p>Buy widgeit online for whole school access to allow children to have more independence when accessing the wider curriculum and understanding vocabulary. (Approx £300 for 1 year)</p>

		<p>Nessy was started with children who needed reading/spelling support. (54% PP children)</p> <p>PP learning walk showed that PP children were engaged and supported quickly by teacher or TA when it was needed.</p>	<p>Analysis has shown that this has not had the desired impact.</p> <p>This was not used enough at home alongside school to make the desired impact. (Consider alternative intervention)</p> <p>All PP children to be a focus through lessons to ensure they get intimate feedback to accelerate progress.</p>
<p>To provide time and resource for a practitioner to complete assessments of pupils to aid teacher's understanding.</p> <p>To update emotional assessments and liaise with parents and carers and staff on progress.</p>	<p>SENCO to support class teachers to address children's needs.</p> <p>Class teachers and SENCO to meet with parents when needed.</p>	<p>SENDCo in school 1 day per week.</p> <p>CH/AMM met with parents Term 1 to discuss support and how to access SENDCo supported class teachers and TAs to set up and provide the correct interventions for PP and SEND children.</p> <p>Weekly telephone call to support parents with the emotional needs of children through lockdown period</p> <p>SEND provision map during lockdown</p> <p>Risk Assessments in place for pupils with EHC- Weekly reporting to LA</p> <p>Social stories created to support pupils with ASD in understanding Covid-19 and return to school</p> <p>79% of PP children returned to school after being offered a place when lockdown was eased.</p>	<p>Next steps:</p> <p>Current SENDCo leaving end of Term 1. AMM to take over as SENDCo.</p> <p>Ensure all IEP's are reviewed, set appropriate targets and inform parents.</p> <p>Class teacher to deploy TA's to support SEN and PP pupils (Create TA timetable).</p> <p>Monthly TA meeting - focus on evidence for IEP's, SIP Targets, team teaching, phonics teaching, impact of interventions</p>