

Pupil premium Strategy: 2020-2021

1. Summary information					
School	Dundry C of E School				
Academic Year	2020/21	Total PP budget	£16, 140	Date of most recent PP Review	Sept 2019
Total number of pupils	94	Number of pupils eligible for PP	12 (13%)	Date of internal review of this strategy	June 2021

2. Current attainment		
KS2 Attainment for: 2018-19 (3 Y6 pupils were eligible for PP) <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)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	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. Weak phonological awareness carries through into the phonics learning where many children have gaps in their learning.

B.	Complex vulnerabilities and Special Educational Needs.	
C.	Increasing numbers of children are starting at Dundry with English as an Additional Language	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children make expected or better progress so that their attainment is in line with children from similar starting points	Children make measurable and quantifiable progress in reading, writing and maths across the year Those children in a specific intervention make measurable and quantifiable progress in their intervention (over fixed time period) PP+SEN children make demonstrable progress in all areas of the curriculum relevant to their starting points
B.	Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels	The gap between PP children and non PP children is diminished as a result of accelerated progress PP + EAL children achieve well, especially in early reading, speaking and listening and phonics
C.	PP pupils are in school every day and on time ready to learn	PP attendance is at least 96% and if persistently absent or attainment is failing there is evidence of improvement
D.	Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future. Pupils develop a resilient and determined attitude towards learning.	When surveyed in pupil questionnaires PP pupils enjoy school and are excited about their learning. PP pupils have high rates in completing homework (over 90% complete) PP pupils have good participation rates in extracurricular activities. There are no significant Behaviour issues

1. Planned expenditure					
Academic year	2020-2021				
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?
A. Children make expected or better progress so that their attainment is in line with children from similar starting points	<p>Detailed Provision Mapping to identify PP pupils and provision</p> <p>Pupil Progress Meetings where PP pupils are discussed in detail and identified early for possible intervention</p> <p>Focus on PP pupils on Evaluation Days and Deep Dives as appropriate</p> <p>Quality first teaching is vital for all children, and especially PP pupils, to make good progress and so all teachers are supported in their practice. This is through</p> <ul style="list-style-type: none"> • school to school moderation • high quality planning and assessment for learning • CPD to improve subject knowledge • Networking in the MSNP trust • Boolean TRG • Teaching School reading 	<p>In a school where there are very few PP pupils, it is essential that teachers identify them in their planning and that their progress is tracked carefully. Often these pupils are taught in groups with other pupils who are not PP and so we need to be mindful that in identifying them we are clear in our aim to meet their individual needs.</p>	<p>Termly data tracking by groups of vulnerable pupils</p>	SW & RN	T2, T4, T6
		<p>The 6 components of great teaching (<i>Coe et al</i>) list teacher subject knowledge and high quality instruction as having a strong impact on pupil progress and classroom climate and classroom management as having a moderate impact on progress. Therefore we ensure regular professional discussion and staff development to help ensure all teaching is at least good.</p>	<p>Termly lesson visits and book looks</p> <p>Termly planning looks</p>	SW & RN	Termly

	<p>Excellence programme</p> <p>The School SIP for 20/21 details the key actions we are focussing on to improve QFT.</p>				
<p>B. Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels</p>	<p>Quality first teaching of early English skills through renewed, research-based approaches to teaching</p> <ul style="list-style-type: none"> • Write Stuff for Writing • Fantastic Foundations for EY speaking and listening • Whole school systematic approach to phonics <p>Effective feedback and use of quality AfL, including low stakes recall strategies and a revised Feedback and Marking Policy</p> <p>Engagement with the Teaching School's Expert Reading Leader's course will support this</p>	<p>Write stuff is a method of teaching that allows children time to master skills and understand and then apply these before moving on. Sutton Trust research tells us that "on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches" and that "lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap."</p> <p>We will continue to focus on different ways to offer effective feedback, both written and verbal as research shows that effective feedback can have up to 8 months positive impact, especially in writing.</p>	<p>Termly data tracking by groups of vulnerable pupils</p> <p>Subject leader monitoring</p> <p>Book looks</p>	<p>SW & RN</p> <p>SC, NW</p> <p>SLT</p>	<p>T2, T4, T6</p>

<p>C. PP pupils are in school every day and on time ready to learn</p>	<p>Tracking of attendance by group Newsletters to highlight whole school and class attendance Engagement with EWO through MSNP Support with accessing Breakfast Club</p>	<p>Research indicates that attendance improves when schools have a clear policy and procedures which allow for quick intervention with families. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance.</p> <p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes.</p>	<p>Tracking every month and letters sent home as recommended</p>	<p>SW & AMM</p>	<p>T2, T4, T6</p>
<p>D. Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future. Pupils develop a resilient and determined attitude towards learning.</p>	<p>Jigsaw – a whole school approach to teaching PSHE (personal, social and health education) Additional PSHE workshops focused on e-safety, NSPCC, bullying, class charters etc throughout the year Pupil Premium Champion time - opportunities for 1:1 mentoring throughout the year</p>	<p>Jigsaw is a whole school approach to teaching children about their social and emotional needs alongside personal and health issues. Sutton Trust tells us that 'On average, Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Sutton Trust goes on to say that this approach works best when embedded in whole school practice, such as Jigsaw, and also that it has found to be particularly beneficial for disadvantaged or low attaining pupils. Research shows that 'in general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge'. It has not been shown to impact significantly on academic attainment, however when used</p>	<p>Pupil conferencing by PSHE leads and PP leads</p>	<p>SW</p>	<p>T2, T4, T6</p>

		alongside our other approaches we believe it will help build resilience towards learning.				
Quality of teaching for all cost : £400 new phonics resources £7500 Teaching Assistant time in classes to support QFT						from £7900
Targeted support						
Desired outcome	Chosen action/approach	Cost	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>A. Children make expected or better progress so that their attainment is in line with children from similar starting points</p> <p>B. Attainment in the Early Years and the Phonics Screening Test is close to or better than national levels</p>	<p>Targeted interventions:</p> <ul style="list-style-type: none"> • Precision Teaching • 1:1 extra reading with class teacher 3xweekly • Phonics catch-up/keep-up groups with well-qualified individual • PP pupils receive daily feedback in lessons • Regular pupil conferencing • Whole class provision maps that detail all catch-up, keep-up, pre-teaching and post-teaching for any child in danger of not reaching their potential target • Talk Boost • Close monitoring of interventions to ensure pupils are accelerating. <p>In addition, any PP pupil who is also in SEN register will receive targeted SEN interventions and teachers are supported to write class provision maps</p>	<p>Targeted interventions cost £13 per hour when delivered by a Teaching Assistant. On average children receive an hour a week, per intervention, delivered as 3 x 20 minute slots.</p> <p>Allocated cost for 2020-21: £4900</p>	<p>Sutton Trust reports that ""On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress."</p> <p>1:1 programmes "can be effective, on average accelerating learning by approximately five additional months' progress."</p> <p>For younger children we use interventions that are phonics based because "phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). We embed our interventions in our quality first teaching.</p>	<p>Termly intervention tracking sheets.</p> <p>Pupils assessed on entry and exit and progress is carefully monitored.</p> <p>Where an intervention is not having a positive impact it is reviewed at pupil progress meetings.</p>	SENCOs RN	T1, 2, 3, 4, 5, 6

<p>C. PP pupils are in school every day and on time ready to learn</p>	<p>Termly letters and follow up meetings with the EWO to all who hit trigger points Specific tracking of PP, PP+EAL & PP+SEN as groups Breakfast Club part funded as necessary</p>	<p>EWO meetings and time spent tracking and supporting families (6 x £50)</p> <p>Allocated cost for 2020-21: £300</p>	<p><i>“Sending brief letters to parents comparing the attendance of their children to their peers, in order to correct their own attendance bias, has a positive impact.”</i></p> <p><small>Intervening through influential third parties: Reducing student absences at school via parents, Rogers & Feller, 2018</small></p> <p>We believe that a personal approach will lead to the most effective improvements and therefore individual letters and meetings are our chosen strategy.</p>	<p>Tracking every month and letters sent home as recommended</p>	<p>RN +SC</p>	<p>T2, T4, T6</p>
<p>D. Pupil Premium children feel excited about learning and are keen to complete homework and strong home school relationships are embedded. Children talk with enthusiasm about their future. Pupils develop a resilient and determined attitude towards learning.</p>	<ul style="list-style-type: none"> • PP pupil books are marked first • Regular pupil conferencing • Attendance at clubs is monitored • Targeted questioning in Jigsaw lessons • CTs make extra provision to support completion of homework where difficulties arise eg sending extra copies home, messages on see-saw, lunchtime clubs • 1:1 mentors where possible through behaviour panel • Pupil Premium Champion in school holds 1:1 mentoring sessions once a term 	<p>PP champion, 1 morning a week</p> <p>Allocated cost for 2020-21: £1170</p> <p>Subsidised clubs and trips, up to £150 per PP child per year</p> <p>Allocated funding for 2020-21: £1800</p>	<p>We are choosing approaches that aim to help pupils think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating their learning. These ‘metacognition and self-regulation’ approaches ‘have consistently high levels of impact, with pupils making an average of seven months’ additional progress’</p> <p>We do not offer interventions solely based around raising aspirations as research shows that ‘The relationship between aspirations and attainment is complex but, on average, interventions which aim to raise aspirations appear to have little or no positive impact on educational attainment.’. Therefore we are concentrating on teaching children skills for learning and supporting their self-esteem to know that they can have high aspirations.</p>	<p>Pupil Conferencing Tracking of club attendance Pupil Progress meetings</p>	<p>RN SW</p>	<p>T2, 4, 6</p>
<p>Targeted support cost : this is tracked termly based on the 1:1 and group sessions that run. These are reviewed termly based on entry and exit data.</p>						<p>from £8170</p>

