



Pupil premium strategy statement (Primary)

School overview 2020-21 (DFE latest requirement) **Reviewed with impact for Sept 2021**

Metric	Data
<i>School name</i>	<i>Deerhurst and Apperley C of E Primary School</i>
<i>Pupils in school</i>	<i>78 Sept 2021</i>
<i>Proportion of disadvantaged pupils</i>	<i>(5% (4))</i>
<i>Pupil premium allocation this academic year</i>	£6725
<i>Academic year or years covered by statement</i>	<i>2020-21</i>
<i>Publish date</i>	<i>Published date for Sept 2021</i>
<i>Review date</i>	<i>Summer 2021</i>
<i>Statement authorised by</i>	<i>Jayne Neveu</i>
<i>Pupil premium lead</i>	<i>Jayne Neveu</i>
<i>Governor lead</i>	<i>Rachael Haorau</i>

Disadvantaged pupil progress scores for last academic year **KS2 2019** (national exams cancelled May 2020 and May 2021 due to COVID-19)

Measure	Score
<i>Reading</i>	-3.31
<i>Writing</i>	9.94
<i>Maths</i>	3.91

Disadvantaged pupil performance overview for last **NATIONALLY HELD TESTS** **academic year KS2 2019**

Measure	Score 2019
<i>Meeting expected standard at KS2</i>	<i>50% RWM</i>
<i>Achieving high standard at KS2</i>	<i>50% W and M</i>

Teacher Assessed COVID year	MATHS(PAST PAPERS)	READING	WRITING	SCIENCE
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end July 2021, using past papers KS2 2021-06-27	2016/2018 AND TA (COVID)			PAST PAPERS 2016/18 AND TA								
Overview	WT	EXS	GDS	WT	EXS	GDS	WT	EXS	GDS	WT	EXS	
COVID July end 2021	8% (1)	58% (7)	34% (4)	8% (1)	25% (3)	67% (8)	8% (1)	7 58%	4 34%	8% (1)	92% (11)	
PP		100% (1)			100% (1)			100% (1)			100% (1)	

KS1

	MATHS(PAST PAPERS 2018 AND TA (COVID))			READING(PAST PAPERS 2019 AND TA (COVID))			WRITING			SCIENCE		PHONICS PAST PAPER 2018 for TA summer 2021
Overview	WT	EXS	GDS	WT	EXS	GDS	WT	EXS	GDS	WT	EXS	
COVID July end 2021	2 18%	5 45%	4 36%	2 18%	3 27%	6 55%	3 27%	4 36%	4 36%		100%	91% pass
0 PP												100% PP

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<i>Continue to teach in dedicated sessions, phase led for focus and continuing the use of NTP (maths)</i>
Priority 2	<i>Reading and writing opportunities and supported in class scaffolding as well as TT writing with SENDco</i>

Barriers to learning these priorities address	Ensuring any intervention is re-evaluated and effective, termly.
Projected spending	£3500.00 to include NELI %

Teaching priorities for current academic year 2021-22

Aim	Target	Target date for first academic year
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) or better	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) or better	July 2022
Progress in Mathematics	Achieve average KS2 Mathematics progress score or better	July 2022
Phonics	Achieve national average expected standard in PSC	June 2022 Diagnostic testing aut 2 2021 – DFE requirement
Other	Continue to monitor attendance of PP for NTP	Sept 21-ongoing

Phonics

Measure	Activity
Priority 1	Work with NTP to support maths interventions with PP children Support all identified children with small in class or out of class for intervention
Priority 2	Continue to teach in dedicated sessions, phase led for focus Continue with NELI support for identification of Reception intake 2021
Barriers to learning these priorities address	Ensuring any intervention is re-evaluated and effective, termly.
Projected spending	£3400.00

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1</p>	<p><i>Adapt approach to marking and feedback – ensuring Feedback marking (EET high impact low cost)</i></p> <p><i>All staff to continue to embed and use ‘Do it, Twist it, Solve it’ to show children’s understanding and support opportunity for challenge</i></p> <p><i>Small group support and developing resilience</i></p> <p><i>Purchase of CGP books for homework support again because of proven success</i></p> <p><i>EEF has a proven record of effective interventions and supporting the development of learning</i></p> <p><i>Feedback marking – high impact low cost</i></p> <p><i>Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self-regulation (EEF)</i></p> <p><i>Interventions last year (2020-21) showed an average reading age increase of 6 months per PP child</i></p> <p><i>Number av per PP child 16 months</i></p> <p><i>Use INSET and staff meetings to further deliver training</i></p> <p><i>Peer observations across school</i></p> <p><i>Class observations</i></p> <p><i>Feedback and marking support</i></p> <p><i>Moderation of maths across school and cluster group</i></p> <p><i>Subject leader book looks and pupil conferencing</i></p>
<p>Priority 2</p> <p><i>To develop and support reading</i></p> <p><i>Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS or above</i></p> <p><i>Ensure PP achieve expected standard in Phonic Screening</i></p> <p><i>Ensure PP achieve good standard in multiplication</i></p>	<p><i>Ensuring 3 classic books are read during the year</i></p> <p><i>A story to be read each evening at the end of the school day</i></p> <p><i>All school ensuring coverage of 7 basic plots</i></p> <p><i>Small groups of intervention both in and out of classroom</i></p> <p><i>Planning – short sharp units with maximum of 3/4 weeks. Planned to meet the needs of the children.</i></p> <p><i>Purchase of more phonic focused books for EYFS and KS1</i></p> <p><i>Purchase of Guided reading books for KS2 to improve language for writing impact</i></p>
<p><i>Barriers to learning these priorities address</i></p>	<p><i>Encouraging wider reading and providing intervention in writing catch up(supported in class, in intervention and tuition)</i></p>
<p><i>Projected spending</i></p>	<p><i>£4000</i></p>

Wider strategies for current academic year 2021-22

Measure	Activity
Priority 1 - Well-being opportunity times	<p>Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed.</p> <p>Variety of approaches to be used to support children: Bubble Room, PSHE circle time, Sunshine club, Opportunities for trips , and Pets as Therapy, music.. Invitation to Breakfast club</p> <p>Mental Health and Well-being training (staff) – Sept 2021</p> <p>Build Happy provision for targeted children</p> <p>Forest school activity</p>
Priority 2- Ensure PP attendance for continuing NTP (maths) is 100%	<p>NTP for identified children</p> <p>Small class intervention/support</p> <p>Bubble Time – feedback marking</p> <p>Continue Build Happy provision prior to school where applicable</p>
Barriers to learning these priorities address	Continued Improvement in emotional well-being and readiness to learn for the most vulnerable.
Projected spending	£2000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Allocation of time for staff CPD	<p>Additional cover – where needed and use of Inset days/release time for training/research</p> <p>NELI training - ongoing</p>
Targeted support	Ensuring structured TT is in place for 1:1/group SENDCo support and SENDCo supports class teachers	<p>Staff support -</p> <p>All classes to have support when delivering maths Do it, twist it, solve it'</p> <p>GR non negotiables in place</p>
Wider strategies	<p>Engaging families who need further support/ direction and further increase communication eg reading records</p> <p>Ensuring electronic devices are accessible in the event of local or another national lockdown – continue in outbreak plan</p>	Working with outside agencies

Review: 2020-21

Aim	Outcome
<p><i>To continue to narrow the gap in attainment</i></p> <p><i>Development of reasoning skills to support 'Solve It' opportunities</i></p> <p><i>Development of quick recall in number to increase arithmetic knowledge and speed</i></p>	<p><i>PP children were successful in inschool assessed KS2 SATs RWM – using past papers as per DFE guidance and impact of NTP for PP summer 2021</i></p> <p><i>Spelling age of PP children increased by an average of 19months over the year 2020-21</i></p> <p><i>Average reading age increase of 6mmonths per PP child</i></p> <p><i>Number av per PP child 16months</i></p> <p><i>KS1 PP achieved GDS in all subjects</i> <i>KS2 PP achieved TA SATs papers EXS maths , writing and reading</i> <i>PP phonic past paper assessment 2021- 100%</i></p>
<p><i>To develop and support reading</i> <i>Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS</i></p>	<p><i>EEF has a proven record of effective interventions and supporting the development of learning</i> <i>Feedback marking – high impact low cost</i> <i>Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self-regulation (EEF)</i></p> <p><i>Data – as above</i></p>