



# 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>	<b>(£6725)</b>
<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
Meeting expected standard at KS2	50% RWM
Achieving high standard at KS2	50% W and M

Teacher Assessed COVID year	MATHS(PAST PAPERS)	READING	WRITING	SCIENCE
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<b>end July 2021, using past papers KS2 2021-06-27</b>	<b>2016/2018 AND TA) (COVID)</b>			<b>PAST PAPERS 2016/18 AND TA)</b>							
<b>Overview</b>	<b>WT</b>	<b>EXS</b>	<b>GDS</b>	<b>WT</b>	<b>EXS</b>	<b>GDS</b>	<b>WT</b>	<b>EXS</b>	<b>GDS</b>	<b>WT</b>	<b>EXS</b>
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

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

### Strategy aims for disadvantaged pupils

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

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

## Teaching priorities for current academic year 2021-22

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

## Phonics

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

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<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>
Priority 2 <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 or above</i> <i>Ensure PP achieve expected standard in Phonic Screening</i> <i>Ensure PP achieve good standard in multiplication</i>	<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>
<i>Barriers to learning these priorities address</i>	<i>Encouraging wider reading and providing intervention in writing catch up(supported in class, in intervention and tuition)</i>
<i>Projected spending</i>	£4000

## Wider strategies for current academic year 2021-22

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

## Monitoring and Implementation

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

**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 6months 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>