



# Pupil premium strategy statement (Primary)

## School overview 2019-2021 (DFE latest requirement)

Metric	Data
<i>School name</i>	<i>Deerhurst and Apperley C of E Primary School</i>
<i>Pupils in school</i>	<i>80</i>
<i>Proportion of disadvantaged pupils</i>	<i>9%</i>
<i>Pupil premium allocation this academic year</i>	<i>£9,240</i>
<i>Academic year or years covered by statement</i>	<i>2019-21</i>
<i>Publish date</i>	<i>01 December 2019</i>
<i>Review date</i>	<i>01 November 2020</i>
<i>Statement authorised by</i>	<i>Jayne Neveu</i>
<i>Pupil premium lead</i>	<i>Jayne Neveu</i>
<i>Governor lead</i>	<i>Angus Mackenzie</i>

## Disadvantaged pupil progress scores for last academic year **KS2 2019**

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

## Disadvantaged pupil performance overview for last academic year **KS2 2019**

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

## Strategy aims for disadvantaged pupils

Measure	Activity
<i>Priority 1</i>	<i>Continue to teach in dedicated sessions, phase led for focus</i>
<i>Priority 2</i>	<i>In the moment... opportunities during Guided reading time x 5 days Research shows this has good impact on background knowledge, prediction, visualisation, use of inference. KS1 reading 88% 2019</i>

	<b>KS2 reading 86% 2019</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>

## Teaching priorities for current academic year

<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>Sept 20</b>
<b>Progress in Writing</b>	<b>Achieve national average progress scores in KS2 Writing (0) or better</b>	<b>Sept 20</b>
<b>Progress in Mathematics</b>	<b>Achieve average KS2 Mathematics progress score or better</b>	<b>Sept 20</b>
<b>Phonics</b>	<b>Achieve national average expected standard in PSC</b>	<b>June 2020</b>
<b>Other</b>	<b>Improve attendance of disadvantaged pupils to LA average (98%)</b>	<b>Sept 20</b>

## Phonics

<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	<b>Continue to teach in dedicated sessions, phase led for focus</b>
<b>Priority 2</b>	<b>In the moment... opportunities during Guided reading time x 5 days</b> <b>Research shows this has good impact on background knowledge, prediction, visualisation, use of inference.</b> <b>KS1 reading 88% 2019</b> <b>KS2 reading 86% 2019</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
<p>Priority 1</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>In all year groups</i></p>	<p><i>Participation in– maths problem solving workshops STEM (aut 2019)</i></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 across school this was successful last year.</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 showed an average reading age increase of 11 months per PP child</i></p> <p><i>Number av per PP child 24 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</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>Barriers to learning these priorities address</i></p>	<p><i>Encouraging wider reading and providing intervention in writing catch up</i></p>
<p><i>Projected spending</i></p>	<p><i>£4700.00</i></p>

## Wider strategies for current academic year

Measure	Activity
<i>Priority 1 - Well-being opportunity times</i>	<i>Class teachers to identify children who have emotional/social barriers to learning on-going as well as crisis moments where support is needed 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 Mental Health and Well-being First for all staff</i>
<i>Priority 2- Attendance rates for some pupils eligible for pupil premium remains below that of all pupils</i>	<i>First day response provision. Early Help support where applicable and support with medical needs. Continue Breakfast club provision</i>
<i>Barriers to learning these priorities address</i>	<i>Improvement in emotional well-being and readiness to learn for the most vulnerable.</i>
<i>Projected spending</i>	<i>£2350</i>

## Monitoring and Implementation

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

**Review: last year's aims and outcomes 2018-19 IMPACT**

Aim	Outcome
<p><i>To continue to narrow the gap in attainment</i></p>	<p><i>All PP children were successful in both national tests at the end of KS1 and KS2 2019</i></p> <p><i>Spelling age of PP children increased by an average of 11months over the year 2018-19</i></p> <p><i>Average reading age increase of 15months per PP child</i></p> <p><i>Number av per PP child 13months</i></p> <p><i>KS1 PP achieved GDS in all subjects</i>  <i>KS2 PP achieved GDS maths , GPS and writing and EXS reading</i></p>
<p><i>Development of reasoning skills in maths across all year groups and 'solve it' steps by having quick number recall</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>Interventions last year showed an average reading age increase of 11 months per PP child</i></p> <p><i>Number av per PP child 24 months in 2019</i>  <i>KS1 maths 83% 2019</i>  <i>KS 2 93% 2019</i></p>
<p><i>Increased attendance rates</i></p>	<p><i>PP children's attendance in Class 3 improved and had impact on one of the children's learning- child left before National tests</i></p>
<p><i>Embedding writing skills including vocabulary/spelling across all year groups to ensure low ability PP achieve EXS</i></p>	<p><i>Evidence of EEF effectiveness of collaborative learning</i>  <i>KS2 writing 50% GDS</i>  <i>KS1 writing 100% GDS</i></p>