



Pupil premium strategy statement (Primary)

School overview 2019-2021 (DFE latest requirement) **Reviewed Sept 2020**

Metric	Data
<i>School name</i>	<i>Deerhurst and Apperley C of E Primary School</i>
<i>Pupils in school</i>	80 (Sept 2020 - 76)
<i>Proportion of disadvantaged pupils</i>	9% (5% (4))
<i>Pupil premium allocation this academic year</i>	£9,240 (2020-21 £8070)
<i>Academic year or years covered by statement</i>	2019-21
<i>Publish date</i>	01 December 2019 (2nd published date sept 2020)
<i>Review date</i>	01 November 2020
<i>Statement authorised by</i>	Jayne Neveu
<i>Pupil premium lead</i>	Jayne Neveu
<i>Governor lead</i>	Angus Mackenzie

Disadvantaged pupil progress scores for last academic year **KS2 2019 (national exams cancelled May 2020 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 academic year **KS2 2019**

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

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</i>

	<i>knowledge, prediction, visualisation, use of inference. KS1 reading 88% 2019 KS2 reading 86% 2019</i>
Barriers to learning these priorities address	<i>Ensuring any intervention is re-evaluated and effective, termly.</i>
Projected spending	£3400.00

Teaching priorities for current academic year

Aim	Target	Target date for first academic year
<i>Progress in Reading</i>	<i>Achieve national average progress scores in KS2 Reading (0) or better</i>	Sept 21
<i>Progress in Writing</i>	<i>Achieve national average progress scores in KS2 Writing (0) or better</i>	Sept 21
<i>Progress in Mathematics</i>	<i>Achieve average KS2 Mathematics progress score or better</i>	Sept 21
<i>Phonics</i>	<i>Achieve national average expected standard in PSC</i>	June 2021 Diagnostic testing aut 2 2020 - TBC
<i>Other</i>	<i>Improve attendance of disadvantaged pupils to LA average (98%)</i>	Sept 21

Phonics

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 KS2 reading 86% 2019</i>
Barriers to learning these priorities address	<i>Ensuring any intervention is re-evaluated and effective, termly.</i>
Projected spending	£3400.00

Targeted academic support for current academic year – Support will be directed primarily at learning gaps (identified) as a result of ‘lost learning during COVID-19 lockdown

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)(completed)</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 month</i></p> <p>Assessment Sept 2019-March 2020 (prior to COVID lockdown)</p> <p><i>Reading PP Total age increase 38months = av 9.5 months</i></p> <p><i>Number PP Total age increase 63 months 15.7av months</i></p> <p><i>Curriculum diagnostic – September –inhouse assessment – actions from results</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>Extended number of reading opportunities before school and during school day</p> <p>Extended writing opportunities – 1:1 tuition (inhouse tutor(SENDCo/HLTA and HT) – some opportunities before school day</p>

Barriers to learning these priorities address	Encouraging wider reading and providing intervention in writing catch up(supported in class, in intervention and tuition)
Projected spending	£4700.00

Wider strategies for current academic year

Measure	Activity
Priority 1 - Well-being opportunity times	<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>Parents given online sites to support well being during lockdown and before September return – Back to school guidance from the government</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 First for all staff</i></p> <p>COVID-19 – anxiety training Sept 2020</p>
Priority 2- Attendance rates for some pupils eligible for pupil premium remains below that of all pupils	<p>100% attendance of PP returning to school Sept 2020</p> <p><i>First day response provision. Early Help support where applicable and support with medical needs.</i></p> <p><i>Continue Breakfast club provision</i></p>
Barriers to learning these priorities address	Improvement in emotional well-being and readiness to learn for the most vulnerable.
Projected spending	£2350

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>Online phonic training for all EYFS staff and lower KS2 for maximum impact on addressing lost learning as a result of COVID- Mangotsfield Sept 2020</p>
Targeted support	<p><i>Ensuring structured TT is in place for 1:1/group SENDCo support and SENDCo supports class teachers</i></p> <p>Adjusted TT for most impact as a result of 'Lost learning'</p>	<p>Staff support -</p> <p><i>All classes to have support when delivering maths Do it, twist it, solve it'</i></p> <p>GR non negotiables in place</p>
Wider strategies	<i>Engaging families who need further support/ direction and further increase communication eg reading records</i>	Working with outside agencies

	<i>Ensuring electronic devies are accessible in the event of local or another national lockdown</i>	
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Review: 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>

Review of 2019-20 delayed but part of the 2020-21 strategy due to cancellation of national exams