



## Deanshanger Primary School Pupil Premium Strategy Statement 2020-21

### 1. Summary information

*The DfE understands that due to coronavirus and school closures, it won't be possible for schools to evaluate the impact of pupil premium funding for all of the 2019/20 academic year. We shall monitor and report on the grant's impact at the end of the 2020/21 financial year. This report will cover the whole period between September 2019 and March 2021, but we will give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that this will include any changes we've made to pupil premium spending due to coronavirus.)*

#### Context

Deanshanger Primary School is a two-form entry village school. We have high aspirations and ambitions for all of our children and we believe that there are no limits to what our children can achieve and that no child should be left behind. We strongly believe that it is the dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. One of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way. As in all areas of school life, we are fully committed to constant reflection and improvement to impact on pupil outcomes. During these COVID times, we recognise families in receipt of pupil premium funding will need additional support. This is reflected in our plans below.

Academic Year	2020/21	Total PP budget	£58,500	Date of most recent PP Review	Oct 20
Total number of pupils	368	Number of pupils eligible for PP	45 ie, 12.2% <small>This is based on the latest 2019 register.</small>	Date for next internal review of this strategy	Oct 2021

Lead for PP in school: Mrs Rachel Rice - Head teacher

Lead for PP on Governing Body: Mr David Aaronson - Chair of Governors

## Objectives of Pupil Premium spending

When making decisions about using pupil premium funding it is important that we consider the individual context of each child. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and indeed we don't always want to talk about closing the gap because this could place a ceiling on success. Through targeted interventions we are working to eliminate barriers to learning and progress. During COVID times, we will monitor our Pupil Premium children/families closely. It is essential that the gap in achievement and progress between them and their peers does not widen further.

## Our school priorities this year are to:

- Provide strong early support for children in EYFS that might be identified to receive PP funding during the school year so that no time is lost.
- Continue to focus on attainment in reading, writing, SPaG and maths to ensure that it is in line with or above national standards at each key benchmark (end FS, KS1 and KS2).
- Ensure progress in reading, writing and maths is in line with or above national standards (end FS, KS1 and KS2). Our latest data (page 3) demonstrates that PP attainment and progress is below non PP learners.
- Increase levels of challenge, in line with all children to meet the demands of the curriculum.
- Ensure that the gap in learning is not widened by factors related to Coronavirus.
- Continue to provide individualised support for each family and their role in the community and continue to focus on parental engagement in learning.
- Encourage enrichment beyond the daily curriculum, including free access to Wrap Club (before and after school care). Also, provision due to school closures and switch to online learning.
- Focus on social, emotional and behavioural needs and support through strategic use of our learning mentor, school staff and outside agencies (where

## Feedback from last Ofsted Report (June 2019)

*Leaders have targeted the extra funding for disadvantaged pupils (pupil premium) effectively to ensure that individual needs are met. The learning mentor provides good support to ensure that pastoral needs promote resilience for learning.*

*Governors know their responsibilities in relation to safeguarding and the use of the pupil premium and PE and sport premium. They assure themselves that effective actions are taken and that additional funding is well spent.*

## Recent strategies to impact on individual children and families

- Forest School sessions - an opportunity to learn in the widest possible sense and support school values in a very different setting. For some children, additional sessions are built into the timetable to support their wellbeing and readiness for learning.
- Support from head teacher, senior leaders, class teachers, SENCo and learning mentor to ensure that pupil premium children and families are well supported during COVID times. This has included support with online learning, obtaining food and essential supplies for families, providing sessions within school, liaising with external agencies and providing support for building social and emotional resilience.
- Personalised support for individual children has been instrumental in providing social and emotional wellbeing and academic attainment and progress.
- Attendance for identified children has been significantly supported and where problems still exist, support plans are in place.
- Continued focus on parental engagement with regular catch up and support sessions particularly with the Learning Mentor.
- Continued investment in staff professional development, particularly for the learning mentor, to support various aspects of social, emotional and behavioural issues plus speech and language.
- Using the school's chosen parent/carer voucher system to allocate a proportion of the PPG directly to the family to support school life in a personalised way and encouraging this to be spent where possible on additional enrichment opportunities.
- Opening up free before and after school care at Wrap Club to enable a smooth and supported start to the school day and build upon social and emotional skills / comfort in school setting.
- Holding PPG parent meetings to understand individual children's needs and any progress to further progress, attainment and happiness.

## 2. Recent attainment

Due to coronavirus, we do not have assessment data available for 2019/20 academic year and are therefore unable to benchmark against other	Pupils at DPS eligible for PPG	Non-PP pupils at DPS	All PP pupils in state funded schools in England
KS1 Reading, Writing, Maths at expected	40%, 40% and 60%	75%, 76% and 73%	62%, 55% and 63%
KS1 Reading, Writing, Maths at expected point for this data capture - In house data, March 2020	20%, 0% and 20%  <i>3 children just below at this data capture. Targeted with interventions to close gap to reach expected</i>	88%, 82% and 86%	Due to coronavirus, we do not have assessment data available for 2019/20 academic year and are therefore unable to benchmark against other schools.
KS2 Reading, Writing, SPaG and Maths at expected	57%, 43%, 43%, and 43%	70%, 77%, 75% and 74%	62%, 68%, 67% and 67%
KS2 Reading, Writing, SPaG and Maths at expected point for this data capture, Inhouse March 2020 data based on 2018 KS2 SAT Papers for reading, maths and SPaG	78%, 67%, 78%, 67%	95%, 93%, 93% and 88%	Due to coronavirus, we do not have assessment data available for 2019/20 academic year and are therefore unable to benchmark against other schools.
KS2 Combined score	43%,	60%	51%
Average scaled score - Reading, Maths and SPaG	97.4, 98.7 and 96.9	103.1, 103 and 103.6	101.9, 102.5 and 103.8

Desired outcome	Chosen action / approach	Impact and reflections	Cost
<p>For parents and carers to have a voice in the spending of PPG fund – to select how part of the fund is used in order to impact on their child/ren. Children are given enrichment activities across the school to develop their oral, social/emotional and language skills.</p> <p>For additional funds to be available at the discretion of the Head, to fund/part fund enrichment activities, counselling type sessions and school needs.</p>	<p>Each PPG family is provided with a £150 voucher (or a proportion of it in year 6 and for service families).</p> <p>Additional funding is allocated for use as required for 1:1 support, a trained counsellor, after school clubs and trips, in addition to free access to Wrap Club.</p> <p>A proportion of the PPG is allocated towards additional curriculum and 'other' opportunities.</p>	<p>To ensure that families are able to select the opportunities that are 'useful' for their child to support learning. The funding breakdown from last year demonstrates that it is positively impacting on the take up of extra activities such as music lessons and clubs. It also supports easier access to trips and residential in addition to individual support and payment plans.</p> <p>Due to coronavirus, this voucher has been an essential and vital lifeline for many pupil premium families. Prior to the first school lockdown, this voucher was used by families to help with residential trips and visits. The impact of this could be seen in engaged interest and resilience.</p>	<p>£5100</p> <p>£2000</p>
<p>Development of clear speech and language.</p>	<p>Continue with the Speech and language support programme across the school (as required)</p>	<p>To part fund the costs of the Learning Mentor/Speech therapist to positively impact on the speech of children across the school.</p> <p>Due to coronavirus, this remains an essential part of school provision.</p>	<p>£12,000</p>

PP children need to make accelerated progress to close the gap over the year. Some of the students need targeted support to meet and exceed the expectations of non-PP in terms of attainment and progress	1 to 1 and small group provision in all subject areas (as required for each child).	<p>To support LSA costs in their intervention/small group/1:1 work.</p> <p>This is reviewed on a 6-weekly basis with timetables revised at the end of each review block.</p> <p>In house data shows that programmes to March 2020 were successful. These need to continue as in-house data from September 2020 shows that gaps in learning continue to need addressing.</p>	£12,000
For all staff to be well equipped with the skills and knowledge to support all groups of children in the school through quality first teaching.	A £4000 budget is allocated to CPD to support individual and complex needs.	<p>To identify training needs to positively impact on teaching and learning and ensure that these are well matched to the individual needs of children and the SIP</p> <p>This remains a key area. Due to coronavirus, quality first teaching, in school and online, remains important and essential.</p>	£4000
To provide opportunities for additional teaching and learning to close any gaps in attainment and progress.	Annual subscription to Accelerated Reading, Reading Eggs, Times Table Rockstars, mymaths, myON, SPaG.Com, Letters and Sounds e-books, Nessy, Phonics	<p>To ensure that any additional opportunities that can be accessed to positively impact on attainment, progress and in turn confirmed, are accessed for individual children.</p> <p>During coronavirus schooling, these online learning teaching and learning tools have been essential in consolidating and motivating children with their learning. They have also provided useful tools in monitoring pupil achievement. This needs to continue.</p>	£2000
Increase attendance rates of all children including those eligible for PPG	Employ a Learning Mentor (family support worker) in school	Attendance monitoring has been a core focus area for all staff but particularly the HT, Learning Mentor and SENCo. There have been lots of family meetings and significant progress for some children.	

		<p>During coronavirus schooling, this has become very important and almost an imperative.</p> <p>This needs to continue. Progress for the learning of children online needs to be monitored.</p>	
<p>For the individual needs of all children, including PPG, to have additional manipulatives and a resource budget, to address gaps in learning and social and emotional needs.</p>	<p>To budget for additional resources to support teaching and learning including laptops for children that are struggling with handwriting and recording.</p>	<p>To consider a variety of resources to enrich teaching and learning for specific children. These include manipulatives, puppets, speech and language games, Click 7, lap tops, phonic resources and interactive resources for the Year 1 area.</p> <p>During coronavirus schooling, this remains an essential component of learning.</p>	£5100

### 3. Planned expenditure SY 2020-21

There are three main categories of support -

- (i) Focus on learning in the curriculum during coronavirus times
- (ii) Focus on families and support in the community during coronavirus times
- (iii) Enrichment beyond the curriculum during coronavirus times

Desired outcome	Intent (chosen action)	Rationale for the intent	Implementation and staff lead	Projected costs
<p>For parents and carers to have a voice in the spending of PPG fund - to select how part of the fund is used in order to impact on their child/ren. Children are given enrichment activities across the school to develop their oral, social/emotional and language skills.</p> <p>For additional funds to be available at the discretion of the Head, to fund/part fund food/ supplies to support families during coronavirus times/enrichment activities, counselling type sessions and</p>	<p>Each PPG family is provided with a £150 voucher (or a proportion of it in year 6 and for service families).</p> <p>Additional funding is allocated for use as required for 1:1 support, a trained counsellor, after school clubs and trips, in addition to free access to Wrap Club.</p> <p>A proportion of the PPG is allocated towards additional curriculum and 'other' opportunities.</p>	<p>To ensure that families are able to select the opportunities that are 'useful' for their child to support learning. The funding breakdown from last year demonstrates that it is positively impacting on the take up of extra activities such as music lessons and clubs. It also supports easier access to trips and residential in addition to individual support and payment plans.</p>	<p>The PPG voucher is managed in the school office by the admin team and shared with the HT and SLT.</p>	<p>£6750</p> <p>£6500</p>
<p>Development of clear speech and language.</p>	<p>Continue with the Speech and language support programme across the school (as required)</p>	<p>To part fund the costs of the Learning Mentor/Speech therapist to positively impact on the speech of children across the school</p>	<p>To be primarily led by the speech therapist in the school working in conjunction with SENCo and all staff</p>	<p>£12,000</p>



PP children need to make accelerated progress to close the gap over the year. Some of the students need targeted support to meet and exceed the expectations of non PP in terms of attainment and progress.	A proportion of costs: 1 to 1 and small group provision in all subject areas (as required for each child).	To support LSA costs in their intervention/small group/1:1 work.  This is reviewed on a 6-weekly basis with timetables revised at the end of each review block.	SENCo, DHT and SLT	£18,000
For all staff to be well equipped with the skills and knowledge to support all groups of children in the school through quality first teaching.	A £2000 budget is allocated to CPD to support individual and complex needs.	To identify training needs to positively impact on teaching and learning and ensure that these are well matched to the individual needs of children and the SIP.	SENCO, SLT and all staff	£2,000
Increase attendance rates of all children including those eligible for PPG. This will include wellbeing checks during coronavirus times.	Employ a Learning Mentor (family support worker) in school	Attendance monitoring has been a core focus area for all staff but particularly the HT, Learning Mentor and SENCo. There have been lots of family meetings and significant progress for some children. If there is a switch to online learning, the HT, SLT, class teacher, Learning Mentor and SENCo will support children and families.	A continued area for monitoring and support for HT supported by Admin	N/A
To provide opportunities for additional teaching and learning to close any gaps in attainment and progress.	Annual subscription to Accelerated Reading, Reading Eggs, Times Table Rockstars, myON, SPaG.Com, Letters and Sounds e-books, Nessy Phonics	To ensure that any additional opportunities that can be accessed to positively impact on attainment, progress and in turn confirmed, are accessed for individual children.	SENCo, SLT and all staff	£760

For the individual needs of all children, including PPG, to have additional manipulatives and a resource budget to address gaps in learning and social and emotional needs.	To budget for additional resources to support teaching and learning including laptops for children that are struggling with handwriting and recording and for those without access at home, particularly in the case of a local or national lock down.	To consider a variety of resources to enrich teaching and learning for specific children (in school and at home).  30 laptops x £400 ( final costings to be confirmed)	Every adult in the school should continue to ensure that resources are effectively provided to enrich teaching and learning in all year groups across the school.	£12,000
To be held for unexpected PP needs and priorities, as the current pandemic continues, in order to address needs and gaps.				£490
£7,750				Total Spend £58,550