

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Dormanstown Primary Academy
Pupils in school	266
Proportion of disadvantaged pupils	69.9%
Pupil premium allocation this academic year	£204,090
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	O. Long
Pupil premium lead or champion	G. Wilson

Disadvantaged pupil barriers to success

Non-attendance or limited attendance and access to formal education during Covid-19 pandemic of disadvantaged pupils who did not meet the DfE criteria to attend school during March to July 2020
Erratic attendance due to changing or challenging home circumstances
Significant percentage of population live in some of the most deprived areas in the country (IDACI) resulting in a very high proportion of pupil premium on roll across all Key Stages
Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age
Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces
The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success

Disadvantaged pupil progress scores for last academic year (up until school partial closure March 2020)

Measure	Score (Year 6 PP children up until March 2020)
Reading	75% (KS2) at Expected Standard
Writing	67% (KS2) at Expected Standard
Maths	67% (KS2) at Expected Standard

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	At National Figures
Achieving high standard at KS2	At National Figures
Measure	Activity
<p>Priority 1- Professional development for staff to support pupil premium pupils effectively through the Recovery Curriculum.</p>	<ul style="list-style-type: none"> • Targeted CPD to support staff deliver QFT and effective interventions to support PP pupils to accelerate progress and understand barriers to learning • Whole staff CPD from the Ambition Institute on Closing the Gap to develop pedagogical systems for the acquisition of knowledge and subsequent curriculum delivery. • Coaching from senior leaders and trust staff for staff to develop their understanding of personalising learning to have the maximum impact for the child • Increase rates of accelerated progress in attainment and achievement leading to improvement in outcomes at Combined Measure through quality first teaching and interventions. • Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs. • Provide access to digital resources both in the academy and at home to support pupil progress.
Barriers to learning these priorities address	<p>Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual PP student faces</p> <p>All year groups have higher proportions of pupil premium than the national average.</p>
Projected spending	£64130
<p>Priority 2- To develop a positive reading culture across the academy to ensure that the gap is closed between disadvantaged and other.</p>	<ul style="list-style-type: none"> • Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum • To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning

	<ul style="list-style-type: none"> • To identify vulnerable pupil groups in order to ensure gaps in learning are closed • To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy • One to One reading for children who do not read consistently at home • Provide additional support for children in Y1 /Y2 working towards achieving the national standard in the phonics check.
Barriers to learning these priorities address	Language and communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age.
Projected spending	£26400
Priority 3- Targeted support to reduce barriers to learning for vulnerable pupils.	<ul style="list-style-type: none"> • Attendance tracking for vulnerable PP children. • Ensure all children have access to nutrition, school uniform, equipment and pastoral support. • All children provided with a new jumper/cardigan with academy logo on. • Support children's emotional health with access to Educational Psychologist and Counsellor. • P.E. provision, incorporating themes of health and well-being. • Free after school clubs.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • All year groups have higher proportions of pupil premium than the national average. • High levels of vulnerability for some PP pupils, as well as attendance concerns. • Pupils enter the academy below expectation, particularly in language and communication and PSED.
Projected spending	£64,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Increase the number of children working at age related expectations following the Covid-19 partial closure.	September 2021
Progress in Writing	Increase the number of children working at age related expectations following the Covid-19 partial closure.	September 2021

Progress in Mathematics	Increase the number of children working at age related expectations following the Covid-19 partial closure.	September 2021
Phonics	To achieve close to the national average in the Phonics Screening Check.	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 4- Reducing the gaps to learning currently identified for pupils following the Covid-19 partial closures	<ul style="list-style-type: none"> To employ additional staff to increase capacity across the academy to ensure key year groups are taught in smaller classes (R, Y2, Y5 and Y6) Support gaps to learning due to pupils returning to the academy after a period of absence
Barriers to learning these priorities address	<ul style="list-style-type: none"> Non-attendance or limited attendance and access to formal education during Covid-19 pandemic of disadvantaged pupils who did not meet the DfE criteria to attend school during March to July 2020 Erratic attendance due to changing or challenging home circumstances
Projected spending	£25560

Wider strategies for current academic year

Measure	Activity
Priority 1 - Enrichment activities, visits	<ul style="list-style-type: none"> Provide children with free extended school activities Educational Visits or Within Academy Virtual Events and access to cultural and sporting events
Priority 2- Technology	<ul style="list-style-type: none"> To provide further iPads for all children in Y3-Y6 and additional set for KS1/EYFS.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Children lacking experiences of the wider world which affects their future aspirations.
Projected spending	£23500
Priority 3 – Readiness to learn	Providing breakfast food as take home packs for all children with funding from National Breakfast programme (every fortnight)

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to allow staff professional development for teachers and leaders.	Use of professional development days and additional cover provided by senior leaders.
Targeted support	Ensuring enough time and training for academy interventions and that these are used effectively to address specific gaps in learning.	Use of PiXL resources and FFT reading fluency intervention.
Wider strategies	Opportunities limited due to Covid-19 restrictions. Staff confidence in using iPads effectively throughout the curriculum. Engaging the families facing the most challenges.	Use online resources to provide opportunities to engage children in workshops etc. Staff training to upskill staff in using the iPads and improve confidence. Liaise with all agencies and stakeholders and provide support through the pastoral and welfare team.

Impact evaluation statement (a review of 2019-2020 aims and outcomes)

Aim	Impact/Evaluation
Improve outcomes in specific areas of Reading, Writing and Maths at the end of Reception.	<p>March 2020 - Reception PP progress (Rec entry to spring)</p> <p>93.3% of children made good or better progress in Reading with 80% making outstanding progress.</p> <p>93.3% of children made good or better progress in Writing with 60% making accelerated progress.</p> <p>100% of children made good or better progress in Maths with 60% making accelerated progress.</p> <p>This was achieved by regular monitoring and tracking of progress, observations, support and coaching of provision in Nursery and Reception and targeted interventions.</p>
Target intervention, support and challenge for all PP pupils in reading, writing, maths and social/emotional development.	<p>*Interventions agreed at pupil progress meetings and targeted to specific children.</p> <p>*Fresh Start programme in place in the spring term for targeted Y3 and Y4 children to support their gaps in phonics and reading fluency. Positive impact on reading levels before the partial closure.</p> <p>*Additional staffing in place in Y2 to support rapid progress in this year group. On track to achieve their targets.</p> <p>*Regular pastoral support and mentoring/strategies given to children who required it and regular reviews and discussions with parents/carers and class teachers to triangulate the support.</p>

	<p>*Weekly assembly themes and values promoted social and emotional development with additional work undertaken by the pastoral team with targeted children.</p> <p>*Reduction in incidents on the behaviour charts before the partial closure showed the positive impact the social and emotional interventions were having.</p>
<p>Higher rates of progress for PP pupils in English and Maths</p>	<p>In year progress data shows PP children in all year groups were making at least good progress from the previous academic year up until pre-pandemic spring 2020 data and all except Y6 writing and Y4/Y2 Maths had outstanding progress based on the Anthony Conlin data analysis system.</p> <p>*Benchmark year groups were on track to meet predictions at both expected and greater depth standards.</p> <p>*CPD provided by SLT to support staff providing engaging lessons to support the PP children moving forward at an accelerated rate.</p> <p>*Staff made aware of progress of PP and NPP children and discussions in Pupil Progress meetings</p> <p>*Involvement of specialist teaching services provided specific programmes for PP children which were followed successfully with these children and impacted positively on their learning. Regular monitoring to check these were being undertaken and discussions with staff to ensure they had the intended outcomes.</p>
<p>Emotional health and well-being team will provide timely support to identified pupils.</p>	<p>*Regular pastoral meetings allowed children to be discussed and identified for support.</p> <p>*Counselling and pastoral support was targeted at individual pupils through the referral process using the graduated response. All staff involved with the child were aware of any barriers to learning; support and targeted activities were provided that had a positive impact on engagement in lessons and, in relevant cases, reduced the number of behaviour incidents the child received.</p> <p>*Movement support provided to 17 key PP children by the sports lead, following structured programmes, to help them to be more ready for learning.</p> <p>*Free early morning and after school provision for PP children allowed a positive start to their learning for the day or additional opportunities to interact positively with their peers after school.</p> <p>*Educational visits and additional activities were subsidised for PP children allowing them to participate in all activities with no barriers in place to enhance their academic and social experiences.</p> <p>*During the partial closure, a significant amount of time was given to the PP children (90% of those who were regularly supported were PP), either by them being in school or through discussions with parents and support with helping them to engage in their home learning. Welfare packs/food packages were also provided to support their wellbeing during lockdown.</p>

Covid 19 statement and TVED local context

In March 2020 the threat to public health caused by the global Covid-19 pandemic led to a national 'lockdown' in the United Kingdom. Mandatory actions were immediately imposed and included the partial closure of all schools, with only a minority group of youngsters being allowed to attend (children of key workers, those with EHCPs or categorised as 'vulnerable'). Schools prepared to make their environments Covid secure during the summer term, to allow the safe and full reopening to all youngsters in September 2020. The long-term societal impact of the pandemic will be far reaching and cannot be underestimated; schools will continue to play a vital role in the control of the pandemic and the safeguarding of children.

Throughout the lockdown period, all TVED academies offered provision to those children who met the government criteria to attend. The Trust priority from the outset was to ensure the majority of children not in attendance remained firmly on our radar, with Academy SLTs working closely with local stakeholders to ensure this. Many of the children not eligible to attend were eligible for pupil premium. The Trust was resolute in its decision to target and deploy PP funding quickly and effectively to this large group of children, many of whom come from extremely disadvantaged backgrounds in the most deprived wards in the country.

Key strategic decisions made at the beginning of the lockdown proved effective and allowed each TVED academy to support not only the children attending, but crucially, those who were not, meaning every child received some form of learning, pastoral and welfare support. This involved re-organising staffing and SLTs into rotas and bubbles on a monumental scale, with increased numbers of staff diversifying from their substantive operational duties to cover the overwhelming pastoral and welfare demands imposed by the lockdown.

The DfE are clear that a 3 tiered approach should be used to effectively deploy PP funding, with non-eligible pupils also benefitting in certain circumstances. The 3 tiers are: **Teaching, Academic support** and **Wider Approaches**. Non-academic use of the pupil premium is permitted, such as school breakfast clubs, holiday clubs, therapies and programmes which help increase pupils' confidence and resilience and encourage them to be more aspirational.

The evaluation and impact of the 2019-20 pupil premium funding will understandably differ this year from previous years. Covid-19 justifiably required SLT to re-prioritise pupil premium funding, such as poverty proofing, resilience, welfare and safeguarding. The contribution towards removing barriers to learning and narrowing the attainment gap remained, but against the backdrop of children receiving very limited or no access to formal learning. No statutory testing took place during the 2019-20 academic year, with only interim assessment and progress data being available within the academy (for the period of September 2019 to March 2020).

To bolster school funding the government also announced a Catch Up Grant which will be provided to schools in instalments, on a per pupil basis, during 2020-21.

Aim	Outcome
To ensure identified key vulnerable children (from DfE list) were offered a place within the academy (during term time, school holidays and bank holidays)	Academy was made Covid secure with key children attending; higher staff ratios delivered informal learning, optimising both indoor and outdoor spaces within small 'bubbles'
To ensure all children were not adversely affected by 'food poverty' during the pandemic	Over meals 2400 packed lunches/care packages prepared and delivered or collected from the academy (March to July). Children also provided with a Breakfast Pack for the summer holiday. FSM and food bank vouchers were delivered to some families each week
Trust Educational Psychologist	Trust employs Educational Psychologist for 1.5 days per week to support resilience, EHC parent consultations and referrals to CAMHS
To ensure the welfare of all children was monitored so that any potential safeguarding concerns could be referred to relevant agencies. Support targeted where needed	SLT and welfare teams were strengthened in number, providing 124 weekly telephone calls and/or home visits to families – this provided Social Care and Health teams with essential safeguarding information
To provide resilience and counselling support to identified children	Trust counsellor worked with children 1:1 in academy (also during school holiday period) and conducted joint doorstep welfare visits to families
To ensure all children not attending school accessed a work pack for home learning; staff uploaded regular website content (video learning and other resources)	Children not attending the academy received a variety of work packs and resources delivered home each week
Children working from home to have direct weekly phone contact with a member of teaching and learning staff from their year group	T&L staff phoned children to maintain links and provide verbal assistance with weekly work packs
To ensure all CIN and CP meetings were attended by Academy DSLs and weekly LA datasheets completed and returned	Academy DSLs were able to provide continuity and essential information to LA colleagues for vulnerable child(ren)