The Dawnay Primary School

Pupil premium Online statement 2019-20

2019-20 School overview

Metric	Data
2019-20 Eligible Pupil Premium Pupils in school	40 pupils from 222 (Published NOR 270)
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£52,760
Published	Autumn Term 2019-20
Review date	Autumn Term 2020-21
Statement authorised by	Mr A. Moses (Executive Head)
Pupil premium lead	Mrs J. Hughes (Inclusion Lead)
Governor lead	Mr A. Rourke (Chair of FGB)

KS2 Disadvantaged pupil achievement for 2018-19 academic year
(Please see the school's assessment performance tables for information on EYFS and KS1)

Achievement Measure (9 pupils)	Score
KS2 PP Reading progress	+0.86
KS2 PP Writing progress	-0.82
KS2 PP Maths progress	+1.47
KS2 PP % Read, Write and Maths expected standard	44% (National 65%)
KS2 PP % Read, Write and Maths greater depth standard	11% (National 10%)

2019-20 Strategy Priorities for disadvantaged pupils

Priority	Activity	Projected spending	Spend Overview
Priority 1	Ensure all pupils receive consistently good or better standard of education	£15,300	Reading Stock Leadership CPLD Writing resources Additional Maths Teaching
Priority 2	Ensure all pupils vulnerable to slow progress receive targeted academic interventions to improve outcomes	£9500	Maths X tables resources LSA/HLTA intervention
Priority 3	Develop Thrive provision to target behavioural and emotional development	£19,000	THRIVE CPLD and licence ELSA provision
Priority 4	Deliver effective family support to improve attendance and punctuality	£9000	HSLW
Total		£52,800	

Tier 1: Teaching priorities for current academic year

Improvement Priority	Target	Target date
Progress in Reading and Phonics Objective linked to Dawnay SDP Strand 1	• Deliver a well sequenced reading curriculum that effectively builds pupils fluency, comprehension and engagement in reading • Ensure 80 % of pupils reach the expected standard by the end of year 1.	June 2020
Progress in Writing Objective linked to Dawnay SDP Strand 1	• Ensure good teaching in KS1 and KS2 delivers good pupil outcomes at ARE and GDS • Embed improvements in the writing curriculum to ensure all pupils make good progress from their starting points	June 2020.
Progress in Mathematics Objective linked to Dawnay SDP Strand 1	• Embed the Mastery curriculum to enable teachers to intervene effectively in lessons to improve pupil progress • Ensure Year 4 children achieve expected standard in times tables screening	June 2020 June 2020
EYFS Attainment Objective linked to Dawnay SDP Strand 5	• Ensure the EYFS curriculum enables all pupils to make good progress from their starting points	June 2020

Tier 2: Targeted academic support for current academic year

Intervention Priority	Activity	Barriers to learning these priorities address	Target date
Maths	• Delivery of effective Maths Intervention in KS2 ensure good progress for all • X tables interventions in Year 4	Low academic starting points of eligible children Gaps in knowledge and understanding	June 2020
Reading and Phonics	• KS1 1:1 and small group reading interventions • KS2 targeted 1:1 reading and phonics sessions	Low academic starting points of eligible children Gaps in knowledge and understanding	June 2020

Writing	• KS2 Writing intervention (Write away together)	Low academic starting points of eligible children Gaps in knowledge and understanding Development of fine motor skills Engagement in writing	July 2020
KS1 Phonics	• Year 1 and Year 2 LSA led Phonics intervention groups	Low academic starting points of eligible children Gaps in Phonetical knowledge and understanding	June 2020

Wider strategies for current academic year

Strand	Activity	Barriers to learning these priorities address	Target date
Emotional Development	Deliver effective Thrive provision for and ELSA support	Low levels of emotional resilience Attachment issues	Ongoing
Behaviour and Attitudes	Deliver effective behaviour support	Identified children have self-regulation issues Multiple need including SEND	Ongoing
Behaviour and Attitudes	Lunch time club provision	Small circle of friends Poor engagement with peers Regular friendship fallouts	Ongoing
Personal Development	Ensure equity of access to extra-curricular provision and extended school day	Targeted support for vulnerable families/children Engagement with school Hardship fund	Ongoing

2019-20 Monitoring and Implementation (Linked to the Schools Improvement Plan)

Tier	Challenge	Mitigating action
Tier 1 Teaching	Ensure all teachers deliver an engaging curriculum with high expectations	- SDP in place 2019-20 (Strand 1 and 4) - SLT monitoring and ongoing performance management of staff - Middle leadership accountable lead upon T&L - Termly pupil data capture point - External validation of T&L - FGB visits - Pupil feedback
Tier 2 Targeted support	Ensure high quality intervention are delivered	- SDP in place 2019-20 (Strand 1) - Inclusion lead accountable for intervention mapping and impact - Monitoring of pupil ISP's - Monitoring of impact of interventions (Reviewed as part of termly data capture points) - LSA performance management - Pupil feedback
Tier 3 Wider strategies	Ensure all pupils are well behaved and engaged in the school's curriculum offer	- SDP in place 2019-20 (Strand 2 and 3) - Externally validated THRIVE training - Performance managed of Inclusion Lead and ELSA - Monitoring of pupil ISP's - Monitoring of behaviour - Curriculum development plan

| | | • Pupil Feedback |
| | | • FGB visits |

Review: 2018-19 Strategy Review and outcomes

Aim	Review	Outcome
To improve attainment and progress in reading, writing and maths for all pupils across the school based on their prior attainment groups. Improvement of reading and phonics skills of children in Lower Juniors	Assessment systems were improved to ensure all pupil groups were tracked with accurate data. PAG groups were a key line of enquiry in all pupil progress meetings. SLT ensure accurate moderation processes were in place. KS2 2019 outcomes are very positive and are indicative of how much provision improved in the Upper juniors. KS1 attainment in individual subjects varied, with some subjects having similar to 2018 outcomes and others improving e.g. maths EXS rose by 10%. In EYFS the percentage of pupils reaching GLD was the same as in 2018 (80%); in phonics the percentages of pupils passing the phonics check rose from 73.3% in 2018 to 86%;	Overall attainment rose in all subjects, including combined reading, writing and maths. PP outcomes across the school improved. In particular, the percentage of PP pupils attaining EXS and GDS in maths was higher than in 2018. However more improvement is needed to ensure more PP students reach the expected standard in RWM. KS2 PP progress significantly improved in Reading, Writing and Maths. Improvement in the tracking of SEND and PP children in the school. Good use of Pupil Asset to identify, intervene and measure impact of the interventions the school provide.
To ensure the delivery of high expectations in learning for all vulnerable groups focussing on Pupil Premium children with additional SEND needs and Pupil Premium children without additional needs.	As at the end of 2018/19 overall teaching has improved. Areas of strength are clearly established in each phase. Monitoring of non-negotiables evidences consistency in teaching and learning,	SLT worked with the teaching team to ensure the delivery of non-negotiables enables greater consistency in the delivery of good or better teaching Areas to develop are: • Although there are signs of some differentiation, there is not a culture of routinely planning for it in all

	demonstrated through: • Learning objectives are clearer and are shared with pupils. • There is more evidence of differentiation. • There is more scaffolding of learning. • Consistency of planning has improved • Improved learning environments • Effective intervention from additional adults to guide pupils in their learning	classes. • Assessment for learning practices need development to ensure all lessons build on what pupils already know and understand. • Sequential planning of learning sequences so that children are able to learn, practise and apply knowledge, skills and understanding in engaging contexts. • There needs to be more pupil led talk in the classroom.
To increase attendance level of disadvantaged children, to increase access to learning.	ELSA programme for nominated children. Funding for HSLW (via confederation) to support the link between home and school. Pupil Premium Funding was used by the SLT as a hardship fund to enable access extra-curricular events/provision at the school, and for school resources and uniform.	19 children have been given dedicated ELSA time. By having a safe 'sanctuary' (The Dawnay Den), we were able to offer a way to support those who are struggling to access learning because of their emotional state. Strategies are offered and practised that help children to modify their behaviour in the face of adversity The HSLW is able to liaise with both the ELSA and the School's inclusion lead to ensure PP hardship fund was deployed on a case by case basis