



*'Together we grow, together we flourish'*

## Pupil premium Strategy Statement: 2020-21 Dartington C of E Primary School

### SCHOOL OVERVIEW

Metric	Data
School name	<b>Dartington C of E Primary School</b>
Number of Pupils	252
Proportion of disadvantaged pupils	47
Pupil premium allocation this academic year	£48,420
Academic year or years covered by statement	2020-21
Publish date	01 November 2020
Review date	01 November 2021
Statement authorised by	Board of Governors
Pupil premium lead	Mrs C Huish
Governor lead	Mrs J Nixon

### DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR: 2018-19

Measure	Score
Reading	-1.2
Writing	-8.7
Maths	-5.3

### DISADVANTAGED PUPIL PERFORMANCE OVERVIEW FOR LAST ACADEMIC YEAR: 2018-19

Measure	Score
Meeting expected standard at KS2	40%
Achieving high standard at KS2	20%



### STRATEGY AIMS FOR DISADVANTAGED PUPILS

Measure	Activity
Priority 1	To embed a Whole School Approach to the development of Early Reading and Whole Class Reading in KS2 to address the language and vocabulary barriers for eligible pupils
Priority 2	Develop Precision Teaching to ensure that individual needs of eligible pupils are met, and progress is accelerated.
Barriers to learning these priorities address?	Ensuring that staff have had the relevant professional development to ensure effective CPD. Attendance in school.
Projected spending	£3,500

### TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR 2020-21

Aim	Target	Target date
Attainment and Progress in Reading	KS2 75% Expected in Reading and Progress to be Average.	Sept 21
Progress in Writing	KS2 75% Expected and Progress to be at least Average	Sept 21
Progress in Mathematics	KS2 75% Expected and Progress to be at least Average	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to 96% and PA to be less than 8%	Sept 21



Measure	Activity
Priority 1	Ensure that all staff have incremental coaching where needed to raise the quality of pedagogy across the school in reading.
Priority 2	Maths Lead to roll out a systematic approach to teaching fluency as two daily programs to build the fluency of number facts across the school in order to accelerate progress for eligible pupils.
Barriers to learning these priorities address	Ensure that pupils can read fluently as a result of a systematic approach to phonic learning. Development of fluency in maths and recall of facts to enable children to access problem solving and reasoning.
Projected spending	£6,800



### TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Targeting of the bottom 20% in reading in a timely way to ensure all children reading by 6.
Priority 2	Establish individual and group interventions to address gaps in learning to ensure accelerated progress.
Barriers to learning these priorities address	To address individual gaps which have arisen due to barriers experienced by the most disadvantaged pupils. Attendance in school.
Projected spending	£12,120

### WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	To ensure that an early approach for attendance is followed consistently to develop a culture that results in more children being in school more of the time.
Priority 2	To grow a culture of good attendance through the Christian values and reward system.
Barriers to learning these priorities address	Attendance of eligible pupils is in line with nationals and the % of eligible pupils who are absent is reduced to be below nationals.
Projected spending	£26,000

### MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are skilled in pedagogical styles – including support staff.	A deliberately planned, strategic CPD cycle.
Targeted support	Capacity to support targeted support and individual intervention by skilled staff.	Training for all staff that is regular and iterative. SLT to monitor LSA deployment frequently to ensure additional support is available to eligible pupils.



Wider strategies	Establishing a culture of good attendance and engaging all families, no matter what barriers that they experience	A full time Safeguarding and Attendance Lead to work with the EWO and School Attendance Team to establish systems, structures and develop culture.
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