



*'Together we grow, together we flourish'*

## Pupil Premium Strategy Statement: 2019-20 Dartington C of E Primary School

### SCHOOL OVERVIEW

Metric	Data
School name	Dartington C of E Primary School
Pupils in school	246
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£61,106
Academic year or years covered by statement	2019-21
Publish date	01 November 2019
Review date	01 November 2020
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	Develop 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



Dartington C of E Primary School and Nursery is proud to be working in a Management Partnership with the Learning Academy Partnership



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. Developing a culture where all staff can identify eligible pupils and potential barriers
Projected spending	£25000

#### TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR 2019-20

Aim	Target	Target date
Attainment and Progress in Reading	KS2 75% Expected in Reading and Progress to be Average.	Sept 20
Progress in Writing	KS2 75% Expected and Progress to be at least Average	Sept 20
Progress in Mathematics	KS2 75% Expected and Progress to be at least Average	Sept 20
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 had Phonics Read Write Inc Training in order to deliver daily whole class phonics teaching and individual one to one support.
Priority 2	Maths Lead to join Maths Hub Teacher Research Group and work with Maths Specialist Leader of Education to develop precision teaching in maths 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	



## TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Establish 1:1 intervention for early reading to ensure all eligible pupils are reading by six.
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.
Projected spending	£11,000

## WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Priority 1	Appoint a full time Attendance Lead and establish an attendance team.
Priority 2	To develop a culture where all staff understand who the eligible pupils are and the barriers that they may face.
Barriers to learning these priorities address	Attendance of eligible pupils is in line with nationals and the % of eligible pupils who are persistent absentees is reduced to be below nationals.
Projected spending	£26,000

## MONITORING AND IMPLEMENTATION

Area	Challenge	Mitigating action
Teaching	Ensuring that all staff are skilled Reading Teachers – including support staff.	A cycle of ongoing annual training embedded into the 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 review LSA deployment 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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## SEPTEMBER 2020 REVIEW

Area	
Teaching	<ul style="list-style-type: none"> <li>• The Reading curriculum launched and implemented</li> <li>• Clear progression of skills and knowledge is mapped out from EYFS to Y6.</li> <li>• The curriculum plan sets out ambitious outcomes to ensure that every child is a reader, with aspirational targets for eligible children.</li> <li>• The new leadership team recognised that the greatest barrier to excellent outcomes for the most vulnerable was reading.</li> <li>• The approach is a sustainable school improvement structure where the Head has skilled the English lead in Incremental Coaching. She carries out weekly CPD with teachers in KS2 and KS1 to support them improve practice.</li> <li>• The approach is supported by a Phonics Lead who works with the Ilsham English Hub and they hold weekly master classes with all early reading teachers to improve strategies which particularly support the bottom 20%.</li> <li>• We engage with the Ilsham English Hub to establish an evidence-based phonics and early reading curriculum.</li> <li>• There is now a systematic approach to the teaching of reading as a result of implementing a phonics programme.</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>• All eligible children have been accurately identified</li> <li>• All staff are now aware of eligible children and any specific barriers</li> <li>• Where required, precise, individual and personalised interventions are up and running for eligible children.</li> <li>• SLT monitor and oversee the provision</li> <li>• Ambitious targets are set for children and interventions planned to meet this.</li> <li>• Further work is required to further improve the quality of interventions which are a focus in 2020-21 academic year.</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Attendance remains below Nationals for PP but this has improved from this time last year for PP children: PP 93.9% this year/ 91.69%</li> <li>• Dedicated member of SLT now leads on attendance with specific focus in eligible children.</li> <li>• Attendance policies and strategies have been revised to support good attendance.</li> <li>• The attendance of eligible children is monitored weekly and swift actions are in place.</li> <li>• All stakeholders are clear of expectations.</li> <li>• Impact has been a positive relationship with families who are now more likely to approach the school when attendance issues arise.</li> </ul>