



'Together we grow, together we flourish'

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

SCHOOL OVERVIEW

Metric	Data
School name	Dartington C of E Primary School
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.

JULY 2021 REVIEW

Area	
Teaching	<ul style="list-style-type: none"> • There has been a strategic CPD cycle this year planned for all staff to develop their understanding of subject knowledge and pedagogy which has impacted on staff's knowledge and understanding of how to teach the curriculum areas and enable all children to make progress in their learning, especially the most vulnerable. . • The empowerment of middle leaders driving the CPD has led to a sustainable model of the development across the curriculum areas and ensured that the monitoring, support and trust cycle is consistent. This has led to an improvement of teaching and learning in the focus subjects across the year. • The focus of CPD has been about the transference of pedagogical styles that teachers use in each subject to deepen learning and encouraging the use of these strengths across all curriculum areas such as modelling. As a result, there has been a rise in consistency of teaching and learning across the school in the focus subjects with teachers transferring skills to explicitly model new learning across all focus subjects. • Whole school CPD is now built upon with incremental coaching focussed on the key skills taught. This style of CPD supports teachers in a bespoke way meeting their own personal needs and growth within their own classroom. This has impacted by closing the gaps and ensuring a greater level of consistency in pedagogy across classrooms. • The impact on the children has been a greater independence and understanding of the learning. They are learning more and thus remembering more.

	<ul style="list-style-type: none"> • The impact of the children's progress and knowledge growing in curriculum areas has been seen in the pupil conferencing that leaders have been doing termly. • Whole class reading is now embedded across all classrooms. The impact has been seen in Year 6 as the gap has closed further this year for vulnerable pupils. In school tracking using the SATS papers as a standardised test shows that there are 9 PP children in Year 6. This is 25% of the cohort. In reading, 89% of PP children reached the standardised mark (8/9) and 22% achieved GDS (2/9). This was 92% for all children in reading. • In Maths, Teachers now have systemic delivery of fluency for number facts. The impact of this can be seen in the data. 77% of PP children hit the required standardised score of 100 (7/9) and this compared to 77% for all children. The gap here has closed. • Impact of the trust wide CPD from the Trust Maths lead has ensured that daily practice of number facts was being used consistently across the Trust. This has impacted on increased fluency within calculations in maths lessons. Impact can be seen in the multiplication data from the practice checks in PP children. In Year 3, children have gone from 4 - 15, 0-7 and 0-6. In Year 4, the children have gone from 1-16, 2-19 and 7-15. In Year 5, some children have gone from 4- 11, 9 -19 and 11- 25 and in Year 5 80% of the PP children are working above the standard of 20.
Targeted support	<ul style="list-style-type: none"> • Children have been identified based on their needs which has led to gaps closing more swiftly with needs being met. • The interventions provision this year has been adapted to ensure that the SEND/PP children access whole class teaching as much as they can. There has been a more inclusive approach and the impact has been seen in the Year 1 and 6 data with gaps closing. We can see data impact is in Year 1 phonics. 90% of all children achieved the Year 1 phonics benchmark this Summer. The figure was 90% for PP children too showing the gap had closed in this year group. • Teaching assistants have accessed training this year. They have had training in precision teaching, autism in the classroom, RWINC phonics, behaviour and positive reinforcement, OT training, EYFS pedagogy training, dyslexia training, visual impairment training and Lego therapy. This has given them a toolkit to support the needs of the learners alongside their ISPs and teacher AFL. • Impact of groups has helped to transition children with high needs back into class. The autism in the classroom training has helped any children with high needs to be more successful in the classroom and access learning more frequently beside their peers. • Expert support from another school in the Trust and local SEND school has helped staff in classrooms with SEMH and Autism needs to put in new strategies and have a greater understanding to support and engage learners and ensure that their classrooms are inclusive for all children. The impact has been a more inclusive culture to meet the needs of the targeted children. • We now have two lunch clubs running and social skills groups to support children who have difficulty with the busy environment and need additional support with transition between the class and their break times. The impact of these strategies has lowered the number of Stage 4 incidents on the behaviour policy as children are in the right place to be able to learn.
Wider strategies	<ul style="list-style-type: none"> • Attendance this year has been unsettled due to lockdown and isolation periods. However, data shows that as a result of clear processes and empowered staff leading attendance in their classrooms that attendance is improving across the school. Persistent absenteeism has more than halved from the previous year PA 2019/2020 27.76% PA 2020/2021 13.36% This means that more children are in school learning for longer. • A dedicated member of SLT now leads on attendance with specific focus on eligible children. Strategies used to target vulnerable families in a positive manner and ensure that barriers are removed for their school day has led to a big rise in



attendance for these children PP 2019/2020 89.36% has risen to PP 2020/2021 92.97%. This means that children are in school learning more often than they were before.

- In EYFS, for children under 5, who request reduced hours, a transitional timetable is drawn up with the leader and the parents. This is reviewed every 4 weeks and increased to meet the needs of the child and ensure that they are ready to access school full time by their 5th birthday. As a result, more children are in school daily accessing learning and 60% of PP children gained GLD this year.