

Pupil premium strategy statement

School overview

Metric	Data
School name	Dussindale Primary School
Pupils in school	355 at time of allocation
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£49,765
Academic year or years covered by statement	2018-2021 - 3 Year Strategy. This review for 2019-20
Publish date	November 2020
Review date	November 2021
Statement authorised by	Louise Norgate
Pupil premium lead	Sally Bailey
Governor lead	Ian Mackie

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	National Tests cancelled due to Covid 19 Context
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	National Tests cancelled due to Covid 19 Context
Achieving high standard at KS2	
Measure	Activity
Priority 1	Talk4Writing Project We are taking part in a project called 'Talk 4 Writing' to ensure that all staff have high expectations and consistency of teaching approach in order to increase progress and raise attainment in writing, so that the number of children reaching and exceeding age related expectations at end of KS2 is increased.

Priority 2	<p>Developing Collective Efficacy</p> <p>All staff will use effective feedback and nurture principles to support pupils to :</p> <ul style="list-style-type: none"> • reflect on and think about their own learning. <p>Staff will model and teach pupils to plan, monitor, evaluate and make changes to their learning behaviours (metacognition).</p> <ul style="list-style-type: none"> • become self-regulated. <p>Staff will model and teach the children strategies in order that they develop strategies to manage their emotions and are motivated to engage in and improve their learning.</p> <p>Further, staff CPD in working with families at Tier 1 and 2 as part of early help, to ensure good attendance and engagement.</p>
Priority 3	<p>Professional Development</p> <p>In order to increase the proportion of children reaching and exceeding end of KS2 expectations, we are developing leaders at all levels throughout the school. Staff will attend learning networks, to develop further subject expertise and evidence-informed practice. The curriculum will be coherent and meet the needs of all children. It will include a wide range of cultural experiences, to raise aspirations.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Language skills and comprehension skills • Writing (grammar / Standard English) • Fluency in arithmetic • Behaviours for Learning: variation in motivation and understanding metacognition. • Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) • Limited experiences outside of school • Raising aspirations • Ensuring staff use evidence-based whole-class teaching interventions • Attendance and vulnerable groups
Projected spending	£49765

Teaching priorities for current academic year (2020-21) following national school closures in 2019-20

Aim	Target	Target date
Progress in Reading	Map and move forward from pupils' starting points, so that children make good or better progress from their baseline in September 2020.	Summer 2021
Progress in Writing	Map and move forward from pupils' starting points, so that children make good or better progress from their baseline in September 2020.	Summer 2021
Progress in Mathematics	Map and move forward from pupils' starting points, so that children make good or better progress from their baseline in September 2020.	Summer 2021
Phonics	Map and move forward from pupils' starting points, so that children make good or better progress from their baseline in September 2020.	Summer 2021
Other	Focus on SWAN (Safety, Wellbeing, All together and Nurture) so that attendance from September 2020 is above national and children are ready to learn.	From summer 2020 onwards

Targeted academic support for current academic year (2020-21)

Measure	Activity
Priority 1	<p>Following the national school closures:</p> <ul style="list-style-type: none"> English Lead/SLT/Talk4Writing team and staff to map children's reading and writing across the school and identify focus areas for development. This includes taking part in the No More Marking Program and Moderation to ensure standards are rising. Maths Lead/SLT and staff to map children's maths skills across the school and identify focus areas for development. <p>Continue to ensure that teaching approaches are consistent across the school.</p>
Priority 2	Early identification of barriers to learning in oral language, English and Maths through screening.

	<p>Structured interventions such as:</p> <ul style="list-style-type: none"> • language interventions for pupils with poor oral language and communication skills e.g. Talk Boost • Catch Up Literacy • Lexia • PIXL Reading, Writing and Maths
Priority 3	<p>Additional Nurture Provision for children with SEMH needs such as:</p> <ul style="list-style-type: none"> - Nurture Group - Time to Talk - Drawing & Talking therapy - Sensory Room/activities
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Language skills and comprehension skills • Fluency in arithmetic • Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) • Attendance and vulnerable groups
Projected spending	£30,795

Wider strategies for current academic year (2020-21)

Measure	Activity
Priority 1	<p>Staff CPD focus on SWAN and Restorative Approach (Safety, Wellbeing, All together and Nurture)</p> <p>Whole School participation in 'The Rise Project'</p> <p>MSAs to support children with their social/emotional development at break times and so children are ready to learn on return from break times.</p>
Priority 2	<p>Parental engagement through:</p> <ul style="list-style-type: none"> • attendance monitoring, • family support and sign-posting • home/school learning links
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Lack of focus and confidence due to poor mental health and wellbeing • Multiple-vulnerable groups and external family factors (including families affected by lockdowns/restrictions due to Covid 19) • Attendance and vulnerable groups
Projected spending	£19, 000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development</p> <p>Staff mobility (including those affected by restrictions due to Covid 19)</p> <p>Blended Learning</p>	<p>Staff CPD in blended learning including: GoogleClassrooms, Oak Academy</p> <p>Adapting working arrangements for staff who may need to work from home.</p>
Targeted support	<p>Usual school interventions affected by restrictions to staff movement between 'bubbles' due to Covid 19 risk assessment</p>	<p>Staff CPD to upskill TAs in interventions they are new to, so that these can still take place in 'bubbles'.</p> <p>Use of Perspex screens etc. as part of Covid 19 risk assessment.</p>
Wider strategies	<p>Impact of Covid 19 and restrictions on families' wellbeing</p>	<p>Signposting families to sources of early help</p> <p>Teacher CPD so they can also signpost families to early help.</p> <p>Consider the use of another confidential parental questionnaire, as a space to share 'need to know information' so that school and families can work together to support the children in their attendance at school.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>To ensure that all staff have high expectations and consistency of teaching approach in order to increase progress and raise attainment in writing, so that the number of children reaching and exceeding age related expectations at end of KS2 is increased.</p> <p>Developing Collective Efficacy</p> <p>All staff will use effective feedback and nurture principles to support pupils to :</p> <ul style="list-style-type: none"> • reflect on and think about their own learning. <p>Staff will model and teach pupils to plan, monitor, evaluate and make changes to their learning behaviours (metacognition).</p> <ul style="list-style-type: none"> • become self-regulated. <p>Staff will model and teach the children strategies in order that they develop strategies to manage their emotions and are motivated to engage in and improve their learning.</p> <p>Continue professional development on effective feedback and review Feedback and Marking Policy.</p>	<p>Participation in the Talk4Writing (T4W) project and the development of a T4W team has increased consistency in this teaching approach across the school and this has been verified by the T4W consultant</p> <p>KS2 national tests were suspended in 2019-20 due to the national school closures.</p> <p>During national school closures, staff CPD in this area continued online.</p> <p>Monitoring and support for disadvantaged children.</p> <p>Children returned to school and settled back quickly to routines and expectations around behaviour. This has included self-regulation.</p> <p>On whole school return, children focused on how to manage their emotions and the majority are motivated to engage in and improve their learning. Additional support is given to children with SEND in relation to SEMH (Social, Emotional, Mental Health)</p>
<p>Projected Spend: £15,000</p>	<p>Spend: £15,000</p>
<p>Early identification of barriers to learning in language and English: through screening.</p>	<p>Prior to national school closures structured interventions took place including:</p> <ul style="list-style-type: none"> - language interventions for pupils with poor oral language and communication skills; - Catch Up Literacy and Lexia - PIXL <p>Lexia continued to be used during national school closures and this was monitored by the DHT.</p>

	<p>In order to promote inclusive classroom, the school ensured provision of tools to support academic learning at home/school, including access to ICT for TT Rockstars, Lexia, Spelling Frame, as well as other resources such as pop-up barriers, headphones, writing tools.</p> <p>CPD was also given in GoogleClassrooms, so that teachers could provide online learning for pupils during the national school closures.</p> <p>Implementation of PIXL interventions and Clipboard maths to address gaps in learning</p>
Projected Spend: £26,200	Spend: £26,200
<p>Attendance and parental engagement through:</p> <ul style="list-style-type: none"> - attendance monitoring - family support and sign-posting - home/school learning links 	<p>In 2019-20 pre-national school closures, the attendance of all disadvantaged pupils was 95%. The DHT/DSL or SENCO worked with families who had dropped below 96%.</p> <p>Since returning to school in September 2020 the attendance for disadvantaged pupils is currently 96%</p> <p>27% disadvantaged pupils received support at Tier 2.</p> <p>The DHT maintained contact with parents of children eligible for Free School Meals (FSM) during national school closures. FSM delivered to a disadvantaged child from another school.</p> <p>27% disadvantaged pupils received support at Tier 2.</p> <p>Through a confidential parental questionnaire during lockdown and regular calls to parents, additional family support was identified and provided.</p> <p>Staff provided resources for home learning packs where there was limited access to technology.</p>
Projected Spend: £5000	Spend: £5000