

# Pupil premium strategy statement



## School overview

Metric	Data
School name	Dussindale Primary School
Pupils in school	364
Proportion of disadvantaged pupils 2019-20	10%
Pupil premium allocation this academic year 2019-20	£46200
Academic year or years covered by statement	2018-21
Publish date	December 2019
Review date	December 2020
Statement authorised by	Louise Norgate (Head teacher)
Pupil premium lead	Sally Bailey
Governor lead	Russell Day

## Disadvantaged pupil progress scores for academic year 2018-19

Measure	Score
Reading	1.99
Writing	0.34
Maths	-1.19

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Reading	63% at expected      13% above
Writing	75% at expected
Maths	50% at expected
Meeting expected standard at KS2	38% at expected
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p><b>Talk4Writing Project</b></p> <p>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.</p>
Priority 2	<p><b>Developing Collective Efficacy</b></p> <p>All staff will use effective feedback and nurture principles to support pupils to :</p> <ul style="list-style-type: none"> <li>• reflect on and think about their own learning.</li> </ul> <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"> <li>• become self-regulated.</li> </ul> <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>
Priority 3	<p><b>Professional Development (CPD)</b></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"> <li>- Language skills and comprehension skills</li> <li>- Writing (grammar / Standard English)</li> <li>- Fluency in arithmetic</li> <li>- Behaviours for Learning: variation in motivation and understanding metacognition.</li> <li>- Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience)</li> <li>- Limited experiences outside of school</li> <li>- Raising aspirations</li> <li>- Ensuring staff use evidence-based whole-class teaching interventions</li> </ul>
Projected spending	£46200

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to be above the national average progress scores in KS2 Reading.	Sept 21
Progress in Writing	Continue to be above the national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Fluency in arithmetic: Disadvantaged pupils achieve in line with national non-disadvantaged pupils in the Y4 Multiplication Check. Achieve at least the national average progress at end of KS2	Sept 21
Phonics	Achieve national average expected standard in Phonics Screening Check	Sept 21
Other	Attendance of disadvantaged pupils continues to be in line with or above the national (96%)	Sept 21

Measure	Activity
Priority 1	Talk4Writing team to work with English Lead/SLT to ensure that the teaching approach is consistent across the school. This includes taking part in the No More Marking Program and Moderation to ensure standards are rising.
Priority 2	Continue professional development on effective feedback and review Feedback and Marking Policy.
Priority 3	Subject Lead monitoring to ensure progression across the curriculum, which includes a wide range of cultural experiences in order to raise aspirations and meet the needs of all.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Language skills and comprehension skills</li> <li>- Writing (grammar / Standard English)</li> <li>- Fluency in arithmetic</li> <li>- Behaviours for Learning: Variation in motivation and understanding metacognition.</li> <li>- Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience)</li> <li>- Limited experiences outside of school</li> <li>- Raising aspirations</li> </ul> <p>Ensuring staff use evidence-based whole-class teaching interventions</p>
Projected spending	£15000

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Early identification of barriers to learning in language and English: through screening (by Inclusion HLTA).</p> <p>Structured interventions: (such as) language interventions for pupils with poor oral language and communication skills; Catch Up Literacy and Lexia.</p> <p>CPOMs will be used to communicate actions/outcomes as part of our Graduated Response.</p>
Priority 2	Inclusive classrooms – provision of tools to support academic learning at home/school, including access to ICT for TT Rockstars, Lexia, Spelling Frame
Priority 3	Implementation of PIXL interventions and Clipboard maths
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Language skills and comprehension skills</li> <li>- Fluency in arithmetic</li> <li>- Issues with self-efficacy (for example self-organisation, motivation, confidence, concentration, aspiration, resilience)</li> </ul>
Projected spending	£26200

## Wider strategies for current academic year

Measure	Activity
Priority 1,2,3	<p>Parental engagement through:</p> <ul style="list-style-type: none"> <li>- attendance monitoring,</li> <li>- family support and sign-posting</li> <li>- home/school learning links</li> </ul>
Priority 2	<p>Further professional development for:</p> <ul style="list-style-type: none"> <li>- Teaching Assistants so they can implement pastoral interventions to improve 'readiness to learn' and 'self-regulation' e.g. 'Time to Talk'/CBT, Nurture provision,</li> <li>- MSAs to support children with their social/emotional development at break times and so children are ready to learn on return from break times.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Improving attendance and readiness to learn for the most disadvantaged pupils</li> <li>- Lack of focus and confidence due to poor mental health and wellbeing</li> <li>- Multiple-vulnerable groups and external family factors</li> </ul>
Projected spending	£5000

## 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</p>	<p>Use of INSET days and additional cover being provided by senior leaders</p> <p>CPD for NQTS, RQTS, Subject Leads</p>
Targeted support	Ensuring enough time for targeted interventions	Introduction of use of CPOMS system for Graduated Response – time effective communication between Inclusion HLTA, DHT and SENCO and teaching staff with regards to screening/assessment outcomes
Wider strategies	Engaging the families facing most challenges	Professional development for staff in further developing home/school links

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<p>As a result of CPD on quality teaching for all, analysing pupil's needs and targeting interventions:</p> <p>KS2 2019 results show that progress for our disadvantaged pupils in reading was 1.99, compared to -2.6 in 2018. This is above the national average for non-disadvantaged pupils (0.32).</p> <p>In-school reading assessments show that in 2018-19 disadvantaged pupils across KS2 made accelerated progress.</p> <p>KS2 2019 results show that progress for our disadvantaged pupils in writing was 0.34, compared to -4.4 in 2018. This is above the national average for non-disadvantaged pupils (0.27).</p> <p>In-school writing assessments show that in 2018-19 disadvantaged pupils in KS2 have made at least good or better progress.</p>
Staff development	<p>Professional development based on research from the Educational Endowment Foundation and key lessons has been a priority in 2018-19.</p> <p>As a result, subject leadership has developed further through participation in subject lead networks and a curriculum review to ensure progression in knowledge/skills development has taken place.</p> <p>A Talk4Writing Project team has been established (to work with the English Lead) and there has been staff CPD supporting the embedding the Talk4Writing teaching approach, which has led to good progress for disadvantaged pupils.</p>
Attendance	<p>As a result of effective monitoring and developing parental engagement in 2018-19, the attendance of all disadvantaged pupils was 96%, which is in line with national figures.</p>
Participation and access to extra-curricular opportunities	<p>As a result of the Pupil Premium grant, disadvantaged pupils across the school were able to participate in the same extra-curricular activities as their peers.</p>
Parental engagement	<p>In order to further develop opportunities for parental community support. The SENCO attended CPD. The next step is to invite parents to a parent 'café' with the aim of providing a social opportunity to boost parental confidence and wellbeing, which in turn affects pupil well-being.</p>