

Pupil Premium Strategy Statement: 2020-21



School overview

Metric	Data
School name	Dane Bank Primary School
Pupils in school	235 (incl. Nursery)
Proportion of disadvantaged pupils	17.45% (41 pupils)
Pupil premium allocation this academic year	£43,345 (different to published figure due to current LAC £)
Academic year or years covered by statement	2020-21 and 2021-22
Publish date	26 th November 2020
Review date	September 2021 (interim) September 2022 (full review)
Statement authorised by	Dave Pilkington
Pupil premium lead	Alicia Todhunter and Joanne Lennon
Governor lead	Dave Pilkington

Disadvantaged pupil progress scores for last academic year

Please note, these scores are from 2019 – no published data in 2020 due to Covid 19

Measure	Score
Reading	-4.4
Writing	-3.3
Maths	-2.9

Disadvantaged pupil attainment scores for last academic year

Please note, these scores are from 2019 – no published data in 2020 due to Covid 19

Measure	Score
Meeting expected standard at KS2	Reading – 44% Writing – 56% Maths – 56% Combined – 44%

Achieving high standard at KS2	Reading – 0% Writing – 0% Maths – 11% Combined – 0%
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Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Priority 1	To ensure that disadvantaged pupils make accelerated progress as a result of high quality teaching, targeted academic support and wider support, with chosen strategies based on robust evidence and then implemented well.	
Priority 2	To implement a highly effective CPD programme for all staff, which includes a blend of up front training and on-going support, enabling teaching and targeted support to be excellent in every area of the school.	
Progress in Reading	Progress score of o+ for disadvantaged children in reading, achieving at least national average progress scores.	July 2022
Progress in Writing	Progress score of o+ for disadvantaged children in writing, achieving at least national average progress scores.	July 2022
Progress in Mathematics	Progress score of o+ for disadvantaged children in mathematics, achieving at least national average progress scores.	July 2022
Phonics	Disadvantaged pupils achieve at least in line with the national average in PSC (82% target). (Measured as a 2/3 year rolling average due to small cohort size)	July 2022
Other	Attainment and progress for disadvantaged learners is in the top 20% when compared with the 50 most statistically similar schools (Family of Schools Database).	July 2022
<p>Attainment targets for individual cohorts to be set based on in-year data and national average data. Attainment gap between disadvantaged pupils in school and non-disadvantaged pupils nationally narrows year on year.</p>		

Teaching priorities for current academic year

Measure	Activity
Priority 1: To implement high impact learning approaches, based on Cognitive Science Evidence	<p>CPD for all staff in understanding memory, metacognition and cognitive science research. Implement: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory. Staff coaching and monitoring focus.</p> <p>PSHCE/RSHE focus: Implement whole-school approach to PSHCE and RSHE using Jigsaw materials – use to support with wellbeing and understanding emotions/feelings.</p>
Priority 2: To develop whole-class reading, vocabulary and oracy approach underpinned by clearly defined formative assessment practices.	<p>Structured approaches to vocabulary and language acquisition – Alex Quigley CPD and adoption of agreed approaches. Reading for Pleasure approaches/research. CPD for all staff in whole class guided reading – develop commonality of approach. Timely whole-class intervention strategies used by teachers. Staff CPD and coaching support. Clear staff expectations. Release time for teachers for assessment analysis. Application of principles of NELI (Nuffield Early Language Intervention) to oracy teaching and language development.</p>
Priority 3: Excellent use of feedback to accelerate pupil progress.	<p>Review the evidence base around the highest impact approaches to feedback. Revise school policy and implement high impact approaches.</p>
Barriers to learning these priorities address	<p>Lower starting points in communication and language and basic skills across the curriculum. Gap in cultural capital (impacting upon knowledge and vocabulary). Gap in effective role models (aspirations, expectations, resilience and reading/writing). High levels of SEND.</p>
Projected spending	£25,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: Targeted Covid Catch up and Disadvantaged Pupils interventions in English and Maths.	<p>Collaborative review of evidence base/impact measures for possible intervention strategies. Review assessment practices – interrogate data effectively to precisely identify the focus of intervention.</p>

	<p><u>Oracy</u>: Speech and Language: NELL; <u>Maths</u>: Same day intervention led by teachers <u>Reading</u>: 1:1 reading; additional small group guided reading; Reciprocal Reading; BRP (Boosting Reading at Primary) <u>Writing</u>: Teacher Conferencing (targeted feedback)</p> <p>Non-class based DHT to offer staff CPD, small group teaching and focused intervention. Create an intervention/catch up offer and oversee all additional intervention and support teaching for pupils.</p>
Priority 2: Liaise with external agencies and monitor impact of suggested interventions and recommendations (SEND and vulnerable pupils).	<p>Review of barriers to learning and external reports/recommendations – create pupil overviews to identify individual priorities.</p> <p>Bespoke programmes of support developed to meet individual needs.</p>
Barriers to learning these priorities address	<p>Lower starting points in communication and language and basic skills across the curriculum.</p> <p>Gap in cultural capital (impacting upon knowledge and vocabulary).</p> <p>Gap in effective role models (aspirations, expectations, resilience and reading/writing).</p> <p>Some pupils/families experiencing mental health difficulties, such as anxiety, which exhibits itself through a negative attitude to learning.</p> <p>Some pupils with poor attendance and punctuality. Persistent absence for disadvantaged pupils.</p>
Projected spending: £15,000	<p>Approx £3000 intervention staff training for COVID catch up – shared Trust cost from central fund.</p> <p>Note: COVID catch up fund to be spent on this priority area and to be reported separately</p>

Wider strategies for current academic year

Measure	Activity
Priority 1: Improve the attendance (reduce the rates of persistent absenteeism) and mental health/well-being of disadvantaged pupils.	<p>Review pastoral offer</p> <p>Implement whole-school approach to PSHCE and RSHE using Jigsaw materials – use to support with wellbeing and understanding emotions/feelings.</p> <p>Use new assessment tracking systems to monitor pupil attendance alongside academic assessment outcomes and analyse link for individual pupils.</p>

	<p>Work with EWO/Health Mentor/School Nurse to tackle and support families where attendance/punctuality is an issue.</p> <p>Access research project “The Children’s University” – support ‘access for all’/learning beyond normal school day/enhanced cultural capital.</p>
<p>Priority 2: Develop model for blended learning between home/school using remote learning platforms and IT resources.</p>	<p>Survey families to identify those in need of additional resources.</p> <p>Parent training/guidance – use of learning platform.</p> <p>DfE funding – platform provisioning scheme</p> <p>Staff training – use of learning platform.</p>
<p>Barriers to learning these priorities address</p>	<p>Gap in cultural capital (impacting upon knowledge and vocabulary).</p> <p>Gap in effective role models (aspirations, expectations, resilience and reading/writing).</p> <p>Some families have limited IT resources/equipment.</p> <p>Some pupils/families experiencing mental health difficulties, such as anxiety, which exhibits itself through a negative attitude to learning.</p> <p>Some pupils with poor attendance and punctuality. Persistent absence for disadvantaged pupils.</p>
<p>Projected spending: £5000</p>	

Monitoring and Implementation

*Please note, this strategy should be read alongside **Key Priority 4** in the School Development Plan which details the plans for monitoring and implementation.*

Area	Challenge	Mitigating action
Teaching	To ensure that sufficient time is allowed for staff CPD and planned in a spaced way to improve retention.	CPD planned at the start of the year to prioritise sufficient time, spacing and duration (CPD in line with the DfE Standards for Professional Development).
Targeted support	Timetabling and deployment of staff due to Covid Risk Assessment restrictions (not crossing between bubbles).	Review the situation on an on-going basis. DHT out of class – can work across year groups to support targeting additional intervention as necessary.
Wider strategies	The ability to enhance cultural capital with Covid restrictions in place. Parents unable to engage in programmes and courses due to Covid 19.	Additional enhancements planned post vaccination. Situation under fortnightly review.

Review: last year's aims and outcomes

Please note, school was closed from March 2020-July 2020, therefore robust review cannot take place and is planned (in line with government advice) for Summer 2021

Aim	Outcome
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